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ABSTRACT

Ten institutional research reports from Oklahoma City Community College (OCCC) are presented in this collection. Three of the reports examine the educational objectives of students enrolled in fall 1987, spring 1988, and summer 1988. Two reports compare fall 1987 and spring 1988 students with those from previous semesters in terms of gender, age, marital status, ethnicity, full-/part-time attendance, residence, and educational objectives. In addition, the collection includes: (1) "Information from 1986 OCCC Graduates," a study of graduates' educational objectives, current employment/educational status, and ratings of OCCC; (2) "A Profile of Students Who Were New to OCCC in Fall 1986 and Spring 1987"; (3) "Students Who Enrolled and Did Not Pay, Fall 1987," a study of 472 students who were dropped from classes for non-payment of fees; (4) "Completion Rate Comparisons for Talkback TV Classes and Comparison Classes"; and (5) Non-Returning Fall 1987 Students by Program and Educational Intent. Questionnaires are provided for the survey-based studies. (EJV)

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Institutional Research

Monographs

FY 1988

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OKLAHOMA CITY COMMUNITY COLLEGE

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INFORMATION FROM 1986
OKLAHOMA CITY COMMUNITY COLLEGE GRADUATES

RESEARCH MONOGRAPH I

Prepared by

Annmarie Shirazi
Research Office

September 1987

In May and June of 1987, questionnaires were sent to all students who graduated from the college in December 1985, May 1986, and July 1986. A total of 402 questionnaires were sent and 159 completed questionnaires were returned. This give a response rate of 39.6%. This response rate is due in part to a second mailing made in June. Table I is a copy of the questionnaire, with Tables II through V containing the responses made on each question in the four sections of the questionnaire. To help in making comparisons, the percent responding to each question for the previous five years has been included in the Tables. Table VI contains the written comments made by the 1986 graduates on how they would improve programs or services at the college.

Table II contains the data from Section A of the questionnaire. The percent of graduates indicating their primary purpose for completing a degree was to improve their job skills continued to increase while job preparation showed a relatively large decrease. Those looking to transfer to a four-year school showed an increase back to previous levels. Personal enrichment and general interest remained steady when compared to the 1985 information. The primary purpose, therefore, for completing a degree continues to be job-related. In the second question, the unemployed category and those looking for employment showed a large decrease back to levels experienced in 1983. The percent of those employed part-time stopped the decline begun in 1984 while those employed full-time dropped some from previous levels. The percent of those enrolled in two-year and four-year colleges increased some to the highest level it has been since 1982. These

results show that the majority of our graduates (76.7%) are working either full- or part-time but 7.6% are unemployed and looking for work.

The quality of instruction was rated as good or very good by 95.0%, an increase from last year's evaluation. Instructor interest was rated good and very good by 93.1% of those responding; this is a large increase from what it was in 1985. Other areas showing an increase in the good and very good ratings include the content of courses, the use of instructional media, and class size. The grading and testing procedures category was the only one which showed a decrease in positive ratings. When rating the college services, there was an increase in the rating of Student Activities, Financial Aids, the Student Development Center, The Learning Resources Center, and the paces of instruction. The grading system and academic advising showed a slight decrease from 1985 in the positive ratings.

The responses in Section B (Table III) showed only minor changes from 1985. The greatest percent of students transferred to Central State University. Oklahoma University remained in second place where it has been since 1982. Oklahoma City Community College, which had enrolled 40.3% of the graduates responding in 1985, had 44.9% of the graduates this year, indicating they had returned to school at Oklahoma City Community College. The percent of students indicating they had trouble transferring to four-year schools went up to 18.2%. The most usual problem was with transcripts and the loss of credit hours. The percent of those who became full-time students at four-year schools went up for the first time in three years. The percent of those indicating that their preparation was excellent increased to a level above what it has been for the last six years.

Section C (Table IV) of the questionnaire deals with those who are employed. The percent indicating they were employed in an area directly

related to their area of study increased, putting it at an all time high, but 37.1% were not employed in a job related to their degree which was also an all time high. The percent who indicated their training was good or very good increased by almost 15% from what it had been in 1985. There was a slight decrease in those indicating that the training had helped them get a job but there were increases in those indicating that it helped their performance on their current job and to get advancements. The percent rating the availability of jobs in their occupation as good and very good was up to levels that had not been experienced since 1982. For the first time since 1982, the percent of those indicating that they were not employed in the job area before graduation was higher than those employed and the diffeence between the two was the highest its ever been.

Tables V and VI contain the responses made to Section D of the questionnaire. The responses made by the 1985 graduates showed a decreased percentage in those who found a better paying job in another field, could not find a job in their field, and those who changed jobs. The only increases were in those who preferred to work in another field and a large increase in transferring to a four-year college. When responding to where courses fit in terms of career plans, 88.1% indicated they were of direct benefit, either immediate or long-term, up approximately 3.7% from 1985 but still not back to 1984 levels. When asked about taking more courses at OKCCC, 71.7% said they would like to, up from the 1985 responses. (A listing of requested courses is included in Table V)

In summary, it appears that the overall impression was much more positive this year than last. The main reason indicated by graduates for attending continues to be job preparation and skills improvement. The

percent of those unemployed showed a substantial decrease and those employed showed a small increase. The instructional areas such as quality of instruction, instructor interest, course content, etc., showed increases from last year's ratings. The ratings of the various college service areas as a whole showed increases, particularly the Student Development Center and Financial Aids. Central State University and Oklahoma University continued to receive the greatest percent of the graduates. The percent of those having problems transferring increased for a second year. The percent of graduates rating their preparation for further college work as excellent showed a substantial increase. The usefulness of the training in relation to the job showed a large increase from the 1985 level. Eighty-eight percent (88%) of the graduates indicated that the training was of either immediate or long-range direct benefit which is an increase from 1985. Of the graduates, seventy-one point seven percent (71.7%), up from 1985, were interested in taking other classes at OKCCC.

TABLE I

Oklahoma City Community College

OFFICE OF RESEARCH & DEVELOPMENT

Dear Graduate:

We are continually striving to improve our curriculum through periodic communication with our graduates. You can help us to help others by taking a few minutes to complete this graduate survey. It will only require a few minutes of your time. Your responses will not be used individually but will be grouped together with those of your classmates and will be used only for this study.

Please complete this survey form as soon as possible and return it to us in the enclosed self-addressed, stamped envelope. Feel free to make any comments which you believe will help us develop a stronger educational institution. Thank you.

Annmarie Shirazi

Please check appropriate block(s) within each category below.

Begin here

Section A

1 What was your *primary* purpose in completing your degree or certificate program at our college?

1 ☐ Improvement of existing "job skills"
2 ☐ Preparation for job to be obtained
3 ☐ University transfer credit
4 ☐ General interest
5 ☐ Personal enrichment
6 ☐ Other (describe) _____

2 What best describes your *present* status?

Check all that apply

1 ☐ Employed full time
2 ☐ Employed part time
3 ☐ Unemployed
4 ☐ Full time homemaker
5 ☐ Looking for work
6 ☐ Enrolled in two-year college
7 ☐ Enrolled in four-year college
8 ☐ Other (describe) _____

3 Please rate those course *in your major field of study* according to how well they fulfilled your own individual needs.

	Very Good	Good	Neutral	Poor	Very Poor
a. Quality of instruction	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Grading/Testing procedures	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Instructor interest	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Content of course(s)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Use of instructional media	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Class size	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

4 Please rate only those college services below *that you have utilized* according to how well they fulfilled your own individual needs.

	Very Good	Good	Neutral	Poor	Very Poor
a. Financial Aids	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Student Development Center	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Student Activities	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Learning Resources/Library	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Academic Advisement	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. The grading system (Mkt. M. Cr)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Several paces of instruction (individual, group, or multiple)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Section B

If you have continued your education at another college, please answer this section. If not, go to Section C.

1 What is the name of the college you transferred to after graduating from OKCCC?

_____

2 Have you taken classes at OKCCC since graduating ?

☐ Yes ☐ No

3 Did you have problems transferring to the college indicated above?

1 ☐ Yes; what? ►► 1 ☐ Credit hours being accepted
2 ☐ Transcript problems
3 ☐ Admission problems
4 ☐ Other (describe) _____

2 ☐ No

_____

4 How many credit hours earned at our college were not accepted at the college indicated above?

1 ☐ All credit hours accepted
2 ☐ Lost 1 - 3 credit hours
3 ☐ Lost 4 - 6 credit hours
4 ☐ Lost 7 - 12 credit hours
5 ☐ Lost 13 - 20 credit hours
6 ☐ Lost more than 21 credit hours

5 *If you are currently enrolled in college,* please indicate your current status and classification.

Status	Classification
1 ☐ Part time student (less than 12 hrs.)	1 ☐ Junior
2 ☐ Full time student (12 or more hrs.)	2 ☐ Senior
	3 ☐ Graduate student
	4 ☐ Other _____

6 How well did the program you completed at our college prepare you for continuing your education?

1 ☐ My preparation was excellent
2 ☐ My preparation was satisfactory
3 ☐ Good in some areas only
4 ☐ Fair, but all areas could have been better
5 ☐ My preparation was inadequate

(over, please!)

TABLE I (Cont'd)

Section C

If you are employed, please answer this section.

1 a. Is your *present* occupation related to the courses you have completed at our college?

1 ☐ Yes, directly related
2 ☐ Yes, related
3 ☐ No

b. If *No*, have you been employed in an occupation related to the program you completed *since your date of graduation?*

1 ☐ Yes, directly related
2 ☐ Yes, related
3 ☐ No (if "no," go to Section D)

2 How would you rate the training you received at our college in relation to its usefulness to you in performing your job?

1 ☐ Very good
2 ☐ Good
3 ☐ Neutral
4 ☐ Poor
5 ☐ Very poor

3 Please check below if the course(s) you took at our college helped you in your occupation in any of the following ways.

1 ☐ Helped to obtain job
2 ☐ Helped performance on present job
3 ☐ Helped advance on present job
4 ☐ None of the above
5 ☐ Other (describe) _____

_____

4 *If you are employed full time*, please indicate your approximate average *monthly* salary range below. This information, when combined with that from other members of your graduating class, will provide valuable information to other individuals in career planning.

1 ☐ Up to $600
2 ☐ $600 to $699
3 ☐ $700 to $799
4 ☐ $800 to $899
5 ☐ $900 to $999
6 ☐ $1,000 to $1,099
7 ☐ $1,100 to $1,199
8 ☐ $1,200 to $1,299
9 ☐ $1,300 to $1,399
10 ☐ $1,400 and up

5 Were you employed in your present occupation prior to completing your program at our college?

1 ☐ No 2 ☐ Yes

6 How would you rate the availability of jobs in your present area?

1 ☐ Very good
2 ☐ Good
3 ☐ Neutral
4 ☐ Poor
5 ☐ Very poor

Section D

Everyone should answer this section.

1 If your current "primary field of employment" is not related to the program you have completed at our college (as specified in Section C), please check each reason which applies. If the program is related to employment, go to Question 2 below.

1 ☐ Transferred to a four-year college
2 ☐ Not sufficiently qualified for a job in my field of college preparation
3 ☐ Preferred to work in another field
4 ☐ Found better paying job in another field
5 ☐ Could not find a job in field of preparation
6 ☐ Worked previously in field of preparation, but changed.
7 ☐ Other (describe) _____

_____

2 How do you see the course(s) completed at our college in terms of your career plans?

1 ☐ Of immediate, direct benefit
2 ☐ Of long term, direct benefit
3 ☐ Of indirect benefit
4 ☐ Of no benefit

3 Are you interested in taking other courses at our college? You may include courses not presently offered by our college.

1 ☐ No
2 ☐ Yes; what course(s) _____

_____

4 We would appreciate any comments regarding how we could improve the program you have completed and/or services we have provided.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for assisting us in our survey!

Please return this form in the prepaid envelope as soon as possible!

Name _____

Address (where mail is most likely to reach you in the future.)

_____
Street

_____
Town State Zip

TABLE II

SECTION A of QUESTIONNAIRE

QUESTIONS AND RESPONSES	PERCENT RESPONDING					
	1981 Graduates N=172	1982 Graduates N=164	1983 Graduates N=166	1984 Graduates N=150	1985 Graduates N=128	1986 Graduates N=159
Response Rate to the Questionnaire	43.5%	40.6%	42.9%	39.1%	37.3%	39.6%
1) What was your primary purpose in completing your degree or certificate program at our College?						
a) Improvement of existing job skills	29.1%	24.4%	22.3%	21.3%	25.0%	26.4%
b) Preparation for job	43.6%	36.6%	42.2%	44.0%	45.3%	34.0%
c) University transfer credit	29.1%	33.5%	25.9%	32.0%	21.9%	32.7%
d) General interest	8.1%	9.1%	7.8%	8.7%	5.5%	5.7%
e) Personal enrichment	14.5%	16.5%	19.9%	13.3%	18.8%	18.2%
f) Other	2.9%	1.8%	3.0%	1.3%	1.6%	2.5%
2) What best describes your present status?						
a) Employed full-time	67.4%	56.7%	68.1%	67.3%	68.8%	65.4%
b) Employed part-time	9.9%	13.4%	15.1%	10.0%	8.6%	11.3%
c) Unemployed	7.6%	4.9%	3.6%	6.0%	7.8%	4.4%
d) Full-time homemaker	4.1%	4.3%	4.8%	7.3%	4.7%	2.5%
e) Looking for work	6.4%	6.7%	4.2%	6.6%	7.0%	3.2%
f) Enrolled in 2-year college	4.7%	7.3%	3.6%	2.0%	5.5%	6.9%
g) Enrolled in 4-year college	26.2%	29.9%	22.3%	24.7%	23.4%	27.0%
h) Other	7.6%	3.7%	4.8%	6.0%	7.8%	6.3%

-continued-

TABLE II (cont'd)

SECTION A of QUESTIONNAIRE

QUESTIONS AND RESPONSES	PERCENT RESPONDING					
	1981 Graduates N=172	1982 Graduates N=164	1983 Graduates N=166	1984 Graduates N=150	1985 Graduates N=128	1986 Graduates N=159
3) Rate the following:						
a) Quality of Instruction						
Very good	47.7%	48.2%	48.8%	43.3%	51.6%	49.1%
Good	41.9%	41.5%	43.4%	51.3%	37.5%	45.9%
Neutral	4.7%	6.1%	6.0%	2.7%	6.3%	4.4%
Poor	4.1%	0.6%	0.6%	4.0%	2.3%	1.3%
Very poor	0.6%	0.6%	1.2%	0.6%	0.8%	0.6%
b) Grading/Testing procedures						
Very good	31.4%	36.0%	34.3%	45.3%	39.1%	32.7%
Good	43.6%	44.5%	39.8%	44.7%	45.3%	47.2%
Neutral	11.6%	9.2%	11.4%	10.0%	7.8%	18.2%
Poor	6.4%	3.1%	4.2%	6.7%	3.9%	1.9%
Very poor	1.7%	0.6%	2.4%	0.6%	0.8%	0.6%
c) Instructor interest						
Very good	52.9%	47.6%	48.8%	50.0%	50.0%	50.3%
Good	36.1%	39.0%	39.8%	34.7%	35.9%	42.8%
Neutral	2.9%	8.5%	9.0%	7.3%	9.4%	6.3%
Poor	2.9%	0.0%	2.4%	2.7%	2.3%	0.6%
Very poor	0.6%	0.6%	0.0%	0.6%	0.0%	1.3%

-continued-

TABLE II (cont'd)

SECTION A of QUESTIONNAIRE

QUESTIONS AND RESPONSES	PERCENT RESPONDING					
	1981 Graduates N=172	1982 Graduates N=164	1983 Graduates N=166	1984 Graduates N=150	1985 Graduates N=128	1986 Graduates N=159
3) (Cont'd)						
d) Content of courses						
Very good	36.6%	43.9%	36.7%	38.0%	34.4%	37.7%
Good	51.2%	42.1%	51.8%	53.3%	43.8%	52.2%
Neutral	0.6%	7.9%	9.0%	8.7%	12.5%	9.4%
Poor	0.6%	1.2%	2.4%	2.7%	2.3%	2.5%
Very Poor	1.2%	0.0%	0.0%	0.0%	0.8%	0.6%
e) Use of instructional media						
Very good	32.0%	31.1%	31.3%	30.7%	28.1%	29.6%
Good	40.7%	42.7%	44.0%	46.7%	46.1%	45.9%
Neutral	1.2%	18.9%	19.3%	20.0%	18.0%	24.5%
Poor	2.9%	1.8%	3.0%	4.7%	2.3%	2.5
Very poor	1.2%	1.2%	1.2%	0.0%	0.0%	0.0%
f) Class size						
Very good	39.5%	36.6%	39.2%	41.3%	41.4%	37.7%
Good	45.9%	46.3%	44.0%	52.0%	40.6%	53.5%
Neutral	2.9%	11.6%	12.7%	7.3%	13.3%	8.8%
Poor	1.2%	1.2%	3.0%	0.6%	0.0%	1.9%
Very poor	0.0%	1.2%	0.6%	0.6%	0.0%	0.0%

-continued-

TABLE II (cont'd)

SECTION A of QUESTIONNAIRE

QUESTIONS AND RESPONSES	PERCENT RESPONDING					
	1981 Graduates N=172	1982 Graduates N=164	1983 Graduates N=166	1984 Graduates N=150	1985 Graduates N=128	1986 Graduates N=159
4) Rate the following College services:						
a) Financial Aids						
Very good	19.8%	18.9%	22.3%	16.7%	17.2%	21.4%
Good	18.0%	11.6%	12.7%	13.3%	9.4%	18.2%
Neutral	11.6%	7.9%	9.6%	10.0%	9.4%	10.7%
Poor	1.2%	1.2%	0.6%	4.0%	1.6%	0.6%
Very poor	1.2%	0.6%	0.0%	0.6%	2.3%	1.9%
b) Student Development Center						
Very good	9.9%	9.8%	12.1%	12.0%	7.8%	11.9%
Good	19.8%	16.5%	13.9%	24.7%	18.8%	21.4%
Neutral	11.6%	12.2%	13.3%	12.0%	16.4%	18.9%
Poor	3.5%	1.2%	0.6%	1.3%	3.1%	5.0%
Very poor	0.0%	0.0%	0.6%	1.3%	1.6%	0.0%
c) Student Activities						
Very good	4.7%	4.9%	9.0%	2.0%	4.7%	10.7%
Good	14.5%	13.4%	12.7%	15.3%	16.4%	13.2%
Neutral	17.4%	12.2%	16.3%	20.7%	17.2%	20.8%
Poor	1.7%	1.2%	1.8%	2.7%	3.9%	0.6%
Very poor	0.6%	0.6%	0.0%	1.3%	1.6%	0.6%

-continued-

TABLE II (cont'd)

SECTION A of QUESTIONNAIRE

QUESTIONS AND RESPONSES	PERCENT RESPONDING					
	1981 Graduates N=172	1982 Graduates N=164	1983 Graduates N=166	1984 Graduates N=150	1985 Graduates N=128	1986 Graduates N=159
4) (Cont'd)						
d) Learning Resources Center						
Very good	24.4%	23.8%	27.7%	27.3%	25.0%	24.5%
Good	45.9%	39.0%	45.8%	50.0%	38.3%	42.8%
Neutral	7.0%	9.1%	7.2%	9.3%	14.1%	14.5%
Poor	5.2%	5.5%	3.0%	2.0%	3.1%	1.9%
Very poor	0.6%	0.6%	0.0%	0.0%	0.8%	0.0%
e) Academic Advisement						
Very good	13.4%	15.9%	18.1%	14.7%	13.3%	13.2%
Good	24.4%	17.7%	21.1%	19.3%	20.3%	16.4%
Neutral	13.4%	17.1%	10.8%	16.0%	14.8%	14.5%
Poor	3.5%	4.3%	8.4%	10.7%	10.9%	15.1%
Very poor	0.0%	2.4%	3.0%	7.3%	4.7%	6.9%
f) The Grading system						
Very good	30.8%	29.9%	33.7%	36.6%	31.3%	25.8%
Good	33.7%	28.7%	28.9%	34.0%	32.8%	31.4%
Neutral	13.4%	12.2%	16.3%	15.3%	15.6%	20.1%
Poor	7.0%	6.1%	7.8%	4.7%	8.6%	11.9%
Very poor	2.3%	3.7%	3.6%	4.0%	1.6%	4.4%

-continued-

TABLE II (cont'd)

SECTION A of QUESTIONNAIRE

QUESTIONS AND RESPONSES	PERCENT RESPONDING					
	1981 Graduates N=172	1982 Graduates N=164	1983 Graduates N=166	1984 Graduates N=150	1985 Graduates N=128	1986 Graduates N=159
4) (Cont'd)						
g) Paced Instruction (Individual, Group, or Multiple)						
Very good	30.8%	37.2%	27.1%	32.0%	37.5%	35.2%
Good	29.7%	25.0%	33.7%	40.0%	25.8%	31.4%
Neutral	8.1%	6.7%	9.0%	8.7%	8.6%	11.3%
Poor	1.2%	0.0%	1.8%	0.6%	0.8%	0.0%
Very poor	0.0%	0.0%	0.0%	0.6%	0.0%	0.0%

TABLE III

SECTION B of QUESTIONNAIRE

QUESTION	PERCENT RESPONDING					
	1981 Graduates N=88	1982 Graduates N=88	1983 Graduates N=62	1984 Graduates N=62	1985 Graduates N=51	1986 Graduates N=66
1) College currently attending:						
a) Central State University	18.2%	37.5%	38.7%	45.2%	47.1%	45.5%
b) University of Oklahoma	30.7%	26.2%	21.0%	29.0%	25.5%	39.4%
c) Oklahoma City University	11.3%	2.3%	11.3%	6.5%		1.5%
d) Oklahoma State University	8.0%	4.5%	6.5%	1.6%	5.9%	3.0%
e) Oklahoma State Univ. Tech.	1.1%	1.1%				
f) College of St. Thomas (Minn.)		1.1%				
g) East Central State Univ.		2.3%	1.6%	1.6%		
h) University of California			1.6%			
i) Southern Nazarene University	1.1%		1.6%		2.0%	
j) San Diego Community College			1.6%			
k) Southwest College of Ministry			1.6%			1.5%
l) University of New York			1.6%			
m) Gordon Cooper Vo-Tech			1.6%			
n) Oklahoma City Comm. College	18.2%	20.5%	n/a	n/a	n/a	
o) Northeastern O S U	2.3%					
p) University of New Mexico	1.1%					
q) Univ. Science/Arts - Okla.	2.3%		3.2%		2.0%	1.5%
r) East Texas State Univ.				1.6%		
s) Southwestern O S U			3.2%		2.0%	1.5%
t) Rose State College			1.6%		2.0%	1.5%
u) Langston University				3.2%		1.5%
v) Northwest O S U	1.1%					
w) Tulsa University	1.1%					
x) Oklahoma City Vo-Tech	1.1%					
y) Eastern O S U	1.1%					
z) Bemidgi State Univ. (Minn.)	1.1%					

-continued-

TABLE III (cont'd)

SECTION B of QUESTIONNAIRE

QUESTION	PERCENT RESPONDING					
	1981 Graduates N=88	1982 Graduates N=88	1983 Graduates N=62	1984 Graduates N=62	1985 Graduates N=51	1986 Graduates N=66
1) (Cont'd)						
aa) Tulsa Junior College		1.1%				
bb) College of Santa Fe		1.1%				
cc) Univ. of Texas-Dallas		1.1%				
dd) El Reno Junior College				1.6%		
ee) Weber State				1.6%		
ff) Roosevelt Univ., Chicago				1.6%		
gg) Arizona State University					2.0%	
hh) Kansas City College					2.0%	
ii) University of Houston					2.0%	
jj) California State University					2.0%	
kk) Oklahoma College of Osteopathic Med. & Surgery					2.0%	
ll) Oklahoma Baptist University						1.5%

TABLE III (cont'd)

SECTION B of QUESTIONNAIRE

QUESTION	PERCENT RESPONDING					
	1981 Graduates N=88	1982 Graduates N=88	1983 Graduates N=62	1984 Graduates N=62	1985 Graduates N=51	1986 Graduates N=66
2) Have you taken classes at OKCCC since graduating?						
a) Yes			16.9%	13.3%	40.3%	44.9%*
b) No			34.9%	40.7%	58.3%	55.1%
3) Did you have problems transferring?						
a) Yes	16.5%	8.0%	17.7%	8.1%	11.8%	18.2%
Credit hours (acceptance)	8.2%	1.1%	16.1%	8.1%	13.7%	4.5%
Transcript problems	2.4%	0.0%	3.2%	0.0%	3.9%	7.5%
Admission problems	0.0%	1.1%	3.2%	1.6%	0.0%	3.0%
Other	5.9%	5.7%	3.2%	3.2%	5.9%	7.5%
b) No	83.5%	92.0%	82.3%	91.9%	82.4%	75.7%
4) How many credit hours were accepted?						
a) All accepted	64.8%	48.9%	56.5%	58.1%	60.8%	47.0%
b) Lost 1-3 credit hours	6.8%	3.4%	6.5%	5.3%	9.8%	4.5%
c) Lost 4-6 credit hours	13.6%	9.1%	11.4%	4.8%	9.8%	7.5%
d) Lost 7-12 credit hours	5.7%	8.0%	12.9%	6.5%	3.9%	19.7%
e) Lost 13-20 credit hours	2.3%	2.3%	3.2%	8.1%	5.9%	9.1%
f) Lost over 21 credit hours	3.4%	2.3%	4.8%	8.1%	5.9%	4.5%

-continued-

TABLE III (cont'd)

SECTION B of QUESTIONNAIRE

QUESTION	PERCENT RESPONDING					
	1981 Graduates N=88	1982 Graduates N=88	1983 Graduates N=62	1984 Graduates N=62	1985 Graduates N=51	1986 Graduates N=66
5) Current status & classification						
a) Part-time student	32.9%	31.8%	38.7%	35.5%	54.9%	42.4%
b) Full-time student	29.6%	44.3%	50.0%	40.3%	37.3%	45.5%
c) Junior	27.3%	37.5%	46.8%	13.3%	37.3%	31.8%
d) Senior	23.9%	33.0%	27.4%	40.3%	33.3%	45.5%
e) Graduates	8.0%	10.2%	8.1%	8.1%	7.8%	4.5%
f) Other	11.4%	2.3%	3.2%	6.5%	9.8%	4.5%
6) How well did the program prepare you to continue your education?						
a) Preparation was excellent	44.3%	42.0%	29.0%	48.4%	43.1%	56.1%
b) Preparation was satisfactory	38.6%	38.6%	58.1%	45.2%	60.8%	42.4%
c) Good in some areas	11.4%	18.2%	27.4%	17.7%	17.6%	12.1%
d) Fair, but all areas could have been better	3.4%	0.0%	6.5%	0.0%	2.0%	0.0%
e) Preparation was inadequate	0.0%	1.1%	3.2%	1.6%	0.0%	3.0%

*23 students not transferring responded to this question; therefore, the percentage is based on 89 responses

TABLE IV

SECTION C of QUESTIONNAIRE

QUESTION	PERCENT RESPONDING					
	1981 Graduates N=154	1982 Graduates N=137	1983 Graduates N=155	1984 Graduates N-131	1985 Graduates N=115	1986 Graduates N=116
1) a) Is your present job related to the courses you completed?						
Yes, directly related	45.5%	52.6%	49.0%	52.7%	53.0%	61.2%
Yes, related	27.9%	18.2%	25.2%	17.6%	19.1%	18.1%
No	26.6%	29.2%	25.8%	29.8%	27.8%	37.1%
b) Have you been employed in a related occupation since you graduated?						
Yes, directly related	1.9%	2.5%	2.6%	4.6%	3.5%	6.9%
Yes, related	4.6%	5.0%	1.9%	3.8%	2.6%	4.3%
No	23.4%	27.0%	20.7%	26.0%	19.1%	29.3%
2) How would you rate the training you received in relation to its usefulness on the job?						
Very poor	4.6%	3.8%	0.0%	0.7%	2.6%	0.0%
Poor	1.3%	0.9%	1.9%	2.3%	1.7%	0.8%
Neutral	5.8%	11.4%	9.7%	10.7%	11.3%	15.5%
Good	42.9%	41.0%	37.4%	28.2%	38.3%	51.7%
Very good	24.7%	42.9%	26.5%	36.6%	30.4%	31.9%

-continued-

TABLE IV (cont'd)

SECTION C of QUESTIONNAIRE

QUESTION	PERCENT RESPONDING					
	1981 Graduates N=154	1982 Graduates N=137	1983 Graduates N=155	1984 Graduates N=131	1985 Graduates N=115	1986 Graduates N=116
3) How did courses help you in your occupation?						
a) Helped to obtain job	35.1%	30.3%	34.2%	38.2%	34.8%	31.9%
b) Helped performance on present job	47.4%	38.8%	41.9%	44.3%	42.6%	57.8%
c) Helped advance on present job	22.1%	20.4%	24.5%	22.1%	21.7%	28.4%
d) None of the above	7.8%	7.2%	9.7%	7.6%	10.4%	14.7%
e) Other	5.2%	3.3%	3.2%	0.7%	3.5%	4.3%
4) What is your average monthly income?						
a) Up to $300	0.0%	1.1%				
b) $300 to $399	0.0%	1.1%				
c) $400 to $499	0.0%	1.1%				
d) $500 to $599	1.3%	0.0%	1.9%	0.7%	0.8%	2.6%
e) $600 to $699	2.6%	0.0%	1.9%	0.7%	0.0%	1.7%
f) $700 to $799	2.6%	4.4%	3.2%	0.7%	0.0%	2.6%
g) $800 to $899	7.1%	3.3%	3.2%	3.8%	3.5%	6.0%
h) $900 to $999	5.2%	4.4%	1.3%	6.9%	2.6%	4.3%
i) $1000 to $1099	7.8%	12.1%	3.2%	3.8%	5.2%	5.2%
j) $1100 to $1199	11.0%	11.1%	3.9%	1.5%	7.8%	5.2%
k) $1200 to $1299	37.0%	56.0%	5.8%	7.6%	3.5%	8.6%
l) $1300 to $1399			2.6%	0.8%	5.2%	4.3%
m) $1400 and Up			40.7%	44.3%	43.5%	44.8%

-continued-

TABLE IV (cont'd)

SECTION C of QUESTIONNAIRE

QUESTION	PERCENT RESPONDING					
	1981 Graduates N=154	1982 Graduates N=137	1983 Graduates N=155	1984 Graduates N=131	1985 Graduates N=115	1986 Graduates N=116
5) Were you employed in your present job prior to completing your program?						
a) Yes	16.2%	34.3%	45.2%	39.7%	40.0%	37.9%
b) No	35.7%	46.7%	34.2%	39.7%	42.6%	61.2%
6) How would you rate the availability of jobs in your present occupation?						
a) Very good	28.6%	10.8%	9.7%	8.4%	7.0%	11.2%
b) Good	28.6%	38.7%	25.2%	26.0%	21.7%	26.7%
c) Neutral	16.9%	24.3%	21.3%	23.7%	21.7%	21.6%
d) Poor	5.8%	22.5%	16.8%	18.3%	25.2%	28.5%
e) Very poor	2.6%	3.6%	6.5%	3.8%	7.0%	10.3%

TABLE V

SECTION D of QUESTIONNAIRE

QUESTION	PERCENT RESPONDING					
	1981 Graduates N=172	1982 Graduates N=164	1983 Graduates N=166	1984 Graduates N=150	1985 Graduates N=128	1986 Graduates N=159
1) If your employment is not related to your program, which reason(s) apply?						
a) Transferred to a four-year college	14.5%	23.2%	16.9%	18.0%	10.9%	21.4%
b) Not sufficiently qualified for job in my field	8.7%	4.3%	10.2%	10.7%	3.9%	3.8%
c) Preferred to work in another field	5.8%	2.4%	4.8%	3.3%	3.1%	6.9%
d) Found better paying job in another field	5.2%	5.5%	3.6%	4.7%	7.8%	3.1%
e) Could not find job in my field	1.7%	6.1%	6.6%	10.7%	12.5%	6.3%
f) Worked previously in my field, but changed	2.3%	3.0%	1.8%	7.3%	5.5%	3.1%
g) Other	7.0%	10.9%	4.8%	10.7%	6.3%	7.5%

-continued-

TABLE V (cont'd)

SECTION D of QUESTIONNAIRE

QUESTION	PERCENT RESPONDING					
	1981 Graduates N=172	1982 Graduates N=164	1983 Graduates N=166	1984 Graduates N=150	1985 Graduates N=128	1986 Graduates N=159
2) How do you see the courses completed in terms of your career plans?						
a) Of immediate, direct benefit	43.0%	39.6%	27.7%	46.0%	39.1%	38.4%
b) Of long-term, direct benefit	48.8%	51.8%	47.0%	52.0%	45.3%	49.7%
c) Of indirect benefit	17.4%	17.1%	17.5%	10.0%	17.2%	18.2%
d) Of no benefit	1.2%	0.6%	1.8%	2.0%	16.%	1.9%
3) Are you interested in taking other courses at OKCCC?						
a) No	22.7%	28.7%	22.9%	32.7%	13.3%	25.8%
b) Yes	66.3%	66.5%	62.7%	63.3%	65.6%	71.7%
c) Other courses listed by 1986 Graduates:						

-continued-

Section D - Question 3

Are you interested in taking other courses at our college?

No - 41 *Yes - 114*

Courses listed below:

Accounting	- 4	*Fine Arts*	- 1
A.C.L.S.	- 1	*Foreign Language*	- 5
Advanced Assembler	- 1	*"Fun"*	- 1
Advanced Automotive	- 1		
Algebra	- 5	*Geriatrics*	- 3
American History	- 1	*Golf*	- 1
Archery	- 1	*Graphics*	- 1
Art	- 2		
		Hands-on-Job	- 1
Banking and Finance	- 3	*History*	- 1
Business	- 6	*Hobby*	- 1
		Humanities	- 4
Cake Decorating	- 1		
Calculus	- 1	*Insurance*	- 1
Chemistry	- 2		
Community	- 1		
Computer Programming	- 5	*Management*	- 4
Computer Science	- 8	*Mathematics*	- 3
		Mechanics	- 1
		Medical Terminology	- 1
Dance	- 3	*Medical Vocabulary*	- 1
		Miscellaneous of General Interest	- 1
Economics	- 2	*Museum*	- 1
Electronics	- 2	*Music*	- 5
Elementary English	- 1		
E M T (finish)	- 1		
Engineering	- 2		

(continued)

Courses (cont'd)

RN - 1

Nursing Program - 4

Nutrition - 1

Course to obtain BSN in Nursing - 1

Personal fulfillment and B.S. in my field - 1

Photography - 3

Pottery - 1

Pre-Engineering - 1

Psychology - 4

Petroleum Land Mgt. - 1

Real Estate - 2

Recreational - 1

Science - 3

Self-Improvement - 1

Sewing - 1

Sign Language - 2

Social Sciences - 1

Sociology - 1

Spanish - 1

Speech - 1

Stress Management - 1

Tax Accounting - 1

Teaching - 1

Typing - 1

Undecided - 4

Welding - 1

Woodworking - 1

Word Processing - 3

Courses that might support a higher degree

TABLE VI

Section D

Question 4 -

We would appreciate any comments regarding how we could improve the program you have completed and/or services we have provided.

Comments:

I had attended on campus and finally finished through TBTV. I hold degrees in Sociology and Business. I really feel that the college needs to add courses that will stimulate the ENTREPRENEURIAL SPIRIT! The school is great but today, we must encourage students to be much more creative!

After calling/filling out applications and/or sending resumes' to over 200 local companies - found out I am not qualified for computer programming position due to lack of 1-2 years experience. The 4.0 GPA was not weighed high by prospective employers; therefore, I am continuing my education at a 4 year institution.

The counselors do a poor job in advising students of transferable courses. The school does a good job of providing classes to night students, something the larger universities could learn from.

My major complaint involves the current grading system. I strongly feel that it needs to be changed to a uniform, A, B, C, standard.

I graduated with a degree in communications/journalism. It would be an asset both to students and the school to have more equipment available for students to use. For example, the Pioneer office needs more terminals, not just for the staff's use but also for all journalism students to practice and develop their newswriting skills on.

I've been trying to contact the department that controls the courses that are given each year -- I need 6 hours in Sociology and 12 hours in Psychology -- then I could answer this survey better -- right now it's impossible for me to transfer to a 4 year college. Thank you.

If possible to organize the courses offered over the TBTV in a manner the student may receive the courses he or she needs to complete the degree in two years instead of going so long without offering required courses over TBTV. Thank you.

I enjoyed the help I had received in your school. The concern of the teachers really helped me to plan out my future.

I appreciated the Job Placement Service.

Comments (continued)

I was a student in the Printing Technology area. When I started classes, I needed the press operator class immediately for the job I was in -- the class was offered only once a year and I lost my opportunity for pressman at this job. There has been no help from the college in finding printing related jobs and print shops don't consider the training when hiring. I became discouraged because of the lack of jobs and attitude of prospective employers towards women pressmen and withdrew from the associate program, changed my emphasis from press to pre-press in order to get something to show for the time I'd been there.

I think the grading system MH, M, CR should be changed to A, B, C for appropriation when students transfer credit to another college. Besides grading system needed to be improved, I think the school's services, courses,and instructors are very good!

Counselors need to be more knowledgeable about academic requirements of the 4 year schools in this area. I could have taken 2 additional courses at OKCCC which is closer to home and cheaper if my advisor had informed me so.

I like the chance to retest but I do not like that grades are not averaged. Four M's and 1 CR should not be a CR.

To increase the assistance on the job entry program for associate degree graduates.

Since attending CSU, I have a much greater appreciation for the organization and facilities that OKCCC offered.

My degree in Commercial Art courses were pretty well rounded as far as artistic content. I would like to see more courses in technical i.e., mat cutting, frame building, etc. in order to display my work at the least possible expense.

All the instructors were excellent. I like the special courses arranged by ***Leonard Smoot.*** *Don Dorn and* ***Gene Maples*** *are exceptional instructors. They both make learning fun and interesting.*

I enjoyed the courses I took at OKCCC and feel they were beneficial. I would have liked some advice on transferring to a 4 year university though. I transferred to OU due to their on-campus recruitment and promise of an evening program. I found their offering of an evening program required students to take tests during the day. In the future, I would like to see several 4 year institutions represented so students can make a more informed decision.

I was very pleased with the personnel and the general attitude of the college.

I have always felt that there has been a ***lack*** *of video tapes in Math mainly,* ***Analytic Geometry*** *and* ***Calculus.***

Comments (continued)

Do away with the MH, M, grading systems. Stay with the regular grading system, A - D, etc. The grading system now hinders transfer grades. Improve your Nursing Department in the way of need for more leadership skills and community health training. Nursing classes extend through the summer.

The important service you provide in your night courses is very accommodating for day/full-time workers.

I enjoyed OKCCC very much. I found the Staff and programs to be very adequate.

I believe the method of instruction and attitudes towards education are very enlightening. Keep the attitude, but increase demands on students and make them strive to excel.

Make more courses available on OETA - I don't have Cox Cable. More of a variety of courses.

Intramural sports not well advertised. Would like to see volleyball and darts added to the list.

Review students every semester in student advisement. Strongly suggest computer and advanced math before transferring to other colleges.

I was impressed with OKCCC when I was there and even more so since attending CSU, especially my music classes/teachers. The facilities are superior and I miss the study areas. My degree was in Commercial Art. I am presently working toward a B.S. in Elementary Education and plan to earn teaching certificates in art and music. Thanks to my courses at OKCCC I can get both in only one semester.

I don't approve of the grading system, but I have also heard of a change in the system that is to be implemented soon.

Use the A - F grading system and grade on a curve. Do not allow re-testing. Offer more Psychology courses to the students.

Become a four-year college.

Work harder to keep courses up-to-date. Work with industries for an apprenticeship program for the Immediate Job Entry degrees.

After attending OU for a year, I appreciated the quality of teachers your institution has over OU. The professors I had at OKCCC seemed to cultivate their teaching skills and challenged me.

Improvement would be very difficult and would require much greater education than I presently have. You have a very good system and learning program.

Comments (continued)

Don't change the grade system. Be glad and happy with your system and your success and disregard the others who say "Change to our standards". Go to a four-year program and drop community out of the name. More math and computer courses. More in the area of broadcasting.

Change to A, B, C, to help out-of-state transfers -- would get more military personnel.

I took all required courses I was counseled to take; requested my degree from OKCCC; courses added without my knowledge before I could get my diploma. I will not return again to your school to take anymore courses.

More lab time in the automotive field; more advanced automotive equipment.

I enjoyed the grading criteria at OKCCC although it would be nice to keep the "MH-M-Cr" system, but still be able to transfer to other colleges with equal grade points (i.e., MH = 4.00 at OKCCC but transfers as 3.75, if I'm not mistaken). Really enjoy the school and have been attending on and off since 1981. Thanks.

Presently incarcerated. I felt most of the courses were too easy.

More advisement in Nursing. Most people ***"cannot"*** *complete in 2 years,* ***BUT*** *no one is told this. Developmental Psychology is worthless - teacher only talks about her life. Doesn't listen to anyone and she loses things.*

Change grading system - change microbiology to 5 hour course that would be transferable to OU or other 4 year institutions as a pre-requisite to other microbiology courses. LRC needs longer hours, especially weekends.

I deeply appreciate the classes I had, especially the group and individual counseling where we did a project to observe the actions and reactions of those involved; also, the stress class. The teachers have been excellent to help me all along.

Quality of instruction is excellent. LRC excellent. OKCCC, however, has a poor image in the academic field. This is primarily due to the grading system in my opinion. Time, money and research are needed to upgrade OKCCC's image.

The school has a system so unique and different than other schools which allows the students to learn. In fact, it forces them to learn the subject by taking the exam over; taking exam again might seem a second chance to pass, but, it's a second chance to learn.

Services are the best I have ever attained although there were times when a certain EMT instructor (_____) was too strict. He thinks he is better than everyone else and acts like one of my old drill sergeants. Thanks.

Comments (continued)

In the Nursing program, it would be most beneficial to the students to split the theory lectures and clinicals. To increase study time and enhance clinical performance, four weeks of theory followed by four weeks of clinical would be more appropriate.

The EMT program could be improved by changing the schedule of the third and fourth semesters to include three short days of lab and lecture, as opposed to two nine-hour days provides better learning for the students. I hope you will take these suggestions into serious consideration. Thank you.

*I am majoring in Accounting at CSU. I have used a lot of what I learned at your school in Accounting. Myra Wilcoxson is an excellent instructor who cares about what the students learn. The school should, however, advise students more about the TBTV system. Incoming students are in the **"dark"** about what classes to take. If not for help from previous graduates, the students wouldn't know what to take and when.*

The OKCCC PTA program teaching staff is very understaffed. The program as compared with other PTA programs should have at least two full-time instructors. In addition to two full-time instructors, the program should also have adjunct instructors.

The job counselor should be more concerned about getting a person a job in their field than in just getting them a minimum wage job to make the numbers look good for her; also, some job training or instruction out in the real job world, such as students learning on the job and getting credit while employer gets free help. I tried for 8 months to get a job there at OKCCC. I also went to job counselor but wasn't helped very much. I didn't want to get stuck in another minimum wage nightmare!!!

Had excellent training at your institute. Nursing instructors well-trained, interested in nursing and training prospective graduates in quality care in their field. Feel like testing, grading could use improvements.

Change to A, B, C, grade system.

*Counselors more willing at time of **enrollment** even though they are busy to **help** or schedule a time they would be able to help. My professor assigned was excellent (Connie Nieser).*

*Classes were excellent - **but** did not like the feeling of being a number in the system as regards to administrative and testing procedures as opposed to the one-on-one teacher/student relationship enjoyed at USAO. Too many times that rules were more important than the individual. Saw this a lot in treatment of other younger students more than myself. A lot of it seemed unnecessary.*

Comments (continued)

Replace the EMT instructors with people who know Emergency Medical Service and I do not mean with inept inbeciles like _____!!! Thank goodness, _____ is gone. You do not need arrogant, conceited people like him blemishing your program. You need to get and keep people like ***Gary Geissman****. Overall, I was very disappointed with my EMS training.*

I thought the classes I attended were for the most part well instructed and of good content. However, the advisement staff at OKCCC most certainly is lacking in its abilities to properly guide students. A good point -- ***Dr. Linda Thornton****, OKCCC's most ardent recruiter and promoter of education. I know of several fine students here at the University of Oklahoma because of her encouragement.*

I had to take some very important classes in independent study which I wish I had had in classroom. This was because of too small of a group of students ready for class. Otherwise, this was a good two-year study.

Very good classes; ***Mr. Pendergast*** *takes interest in every student. The courses let you take progress at your own pace.*

One of the concerns of mine was the grading system which has already been changed. For my degree, I think they need more training in Anatomy, Neurology, Physiology, etc. in the PT Assistant Program.

Some improvements have already been made by ***Russ Calhoun****.*

Have offices opened late one night a week.

This student feels that you (OKCCC) should not provide a re-test system. It in no way prepared me for a four-year college. Also, the workload should be heavier in order to prepare for a four-year institution.

I found it very interesting that I couldn't even get a job at OKCCC. While I was under the work study program, a position became available in the Graphic Arts Department where I was working. I put in my application after graduation, but was not even granted an interview because (quote), "You just don't have enough experience". That's some entry level job program you have there folks!!!!

Computer lab could stand some improvements; however, one person working in the lab is doing a very good job.

In general, courses need to be ***"tougher"*** *and cover more information.*

I appreciated how the instructors worked with you to get projects completed.

Offer a four-year program.

The grading system is poor. The fact that the opportunity to test 3 times makes you very lax in your studies. In the four year college, you don't have that opportunity. You have to get it right the first time and therefore, I became spoiled!

Comments (continued)

I could not get a grant for my courses. I only received a student loan. V.A. helped a lot, but on the schools rotation, they considered you full-time even though you were doing a 6 or 8 week rotation free; no bill could get paid or families fed.

Advisors or counselors should be available and/or be composed of bilingual speaking people for bilingual students. There should be at least four people who could at least speak bilingually to better service the bilingual students.

The humanities courses need to be evaluated to correlate with the universities. I completed 5 credit hours of humanities that OU did not accept after having been advised that they would!!!

Every job I applied for in the area of my degree only wanted someone with at least 2 years experience.

I think that some of the courses don't give adequate preparation to successfully continue in a good upper level school.

Need more in basic use of computers (not just programming languages), such as instruction in using home or small business PC's.

I have noticed that the training I received at this college has greatly affected my advancement at my present job.

The scrub tech program was built up to be an optimistic career opportunity. When, in fact, the job market for surgical tech is almost non-existent. I feel this program would be more beneficial if it was combined with the nursing program.

Overall grading process is great; however, there are a few teachers, i.e., Government, Physics, that due to their being "tyrants" and inconsistent in the testing process, sudents become depressed. One teacher makes it practically impossible to make MH and his test does not correspond with material.

I enjoyed my classes. It was no fault of my education that I was laid off from the bank I was working. It is the economic conditions of Oklahoma.

Go to averaging grades -- back to grading A, B, C, etc.

OKCCC is a good school for employed full-time like me. I have so many chances to learn and with it's low tuition and fee, I am able to pay. The services for students are easy and just.

With the exception of tests in Richard Rouillard's class, none of the humanities or literature tests prepared me for university testing.

A PROFILE of STUDENTS WHO WERE NEW to OKLAHOMA CITY COMMUNITY COLLEGE in FALL 1986 and SPRING 1987

RESEARCH MONOGRAPH II

Prepared by

Annmarie Shirazi
Research Office

September 1987

The question was asked about the demographics and enrollment characteristics of the new students attending Oklahoma City Community College. Using the Fall 1986 and the Spring 1987 new enrollment lists printed daily, a sample of 10 days in the Fall and 10 in the Spring were identified for review. Two thousand seven hundred and ninety-seven (2,797) students records were identified from the 20 lists as students who were enrolled in the Spring of 1987.

The information in Table I and II is a comparison of the 2,797 new students with the general student population in the Fall of 1986. In terms of demographics, marital status, age and race were very similar. Sex was the only area which showed some differences with a greater percent of the new students being male. But there have been some changes in the percent recently with the Spring of 1987 having 41.7% of the total enrollment males.

Table II looks at some basic enrollment information. The number of credit hours the students were enrolled in the semester that they began is similar to the credit hours taken by students in the Fall of 1986. There was one difference when looking at the basic enrollment information and that was the time of day students were attending classes. It appears that there were more night only students in the new students while the Fall enrollment had more students here day and night. The ten majors

with the highest enrollments were similar. Communications and Management were the only two on the new students list that did not appear on the general Fall students list.

In summary, it appears that the new students who enrolled in the Fall of 1986 and the Spring of 1987 are not different in any major way than the Fall 1986 general student population. Therefore, the new students we are attracting are not any different than our standard student population.

TABLE I

Demographic Characteristics

	1986-1987 New Students N=2,797	Fall 1986 Students N=7,866
Sex		
Male	43.7%	39.3%
Female	56.3%	60.7%
Marital Status		
Married	49.7%	49.2%
Single	39.2%	39.0%
Other	11.1%	11.8%
Age		
Under 17	0.1%	0.1%
17-21	19.8%	18.0%
22-26	21.7%	22.6%
27.31	18.3%	19.0%
32-36	13.5%	14.4%
37-46	17.7%	16.8%
47-56	6.4%	6.4%
57-66	2.0%	1.7%
67&Over	0.4%	0.7%
Race		
Native American	2.2%	2.5%
Asian	3.5%	4.3%
Hispanic	1.3%	1.4%
Black	5.2%	4.7%
White	86.8%	86.2%
Other/NR	0.9%	0.9%

TABLE II

Student Enrollment Information

	1986-1987 New Students N=2,797	Fall 1986 Students N=7,866
Hours Enrolled IN		
0 - 3	49.8%	47.2%
4 - 6	22.2%	23.3%
7 - 9	9.9%	11.5%
10 - 12	9.9%	11.5%
13 - 15	5.1%	5.3%
16&Over	1.8%	1.3%
Attend IN		
Day	28.6%	29.4%
Night	54.0%	48.9%
Day and Night	13.1%	16.3%
Arranged	4.3%	5.6%
Top Ten Majors		
1	Business	Business
2	Data Processing	Data Processing
3	Banking & Finance	Nursing
4	Recreational Leadership	Banking & Finance
5	Science	Emergency Medical Tech
6	Secretarial Science	Secretarial Science
7	Nursing	Science
8	Psychology	Psychology
9	Communications	Electronics
10	Management	Recreational Leadership

OKLAHOMA CITY COMMUNITY COLLEGE
EDUCATIONAL INTENT

FALL 1987

RESEARCH MONOGRAPH III

Prepared by

Annmarie Shirazi
Research Office

October 1987

The table contained in this report gives the goals of the students as they reported them when they enrolled for the Fall of 1987. The form has been changed some this time due to the implementation of a new student reporting system. Those not planning to complete a degree program have been all grouped into the category (I), Special Interest. Next semester, these people will be able to be split out according to what their primary goal is for taking classes. The other five areas are students who intend to complete a degree, with those in the Exploratory (E) category being there because they are planning on getting a degree but are not sure of their major; Undecided (U) category being those uncertain of their major and in need of developmental work; the other three are Preparatory (P), those planning to transfer to a four-year school after completing and the two immediate job entry classifications, those getting an associate degree (W), and those getting a certificate (X).

At the top of each column is the letter indicating their intent. Under each intent is a H/C and a C/H column. H/C stands for headcount and the C/H column lists the total credit hours the students were enrolled in for that intent code or major.

EDUCATIONAL INTENT OF STUDENTS AT OKLAHOMA CITY COMMUNITY COLLEGE

FALL 1987

	E		I		P		U		W		X		TOTAL	
	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H
Insurance Management Technology	2	6	105	340	0	0	4	15	25	87	2	6	138	454
Banking & Finance	4	24	29	129	0	0	1	3	359	1373	2	6	395	1535
Secretarial Science	28	201	200	733	1	12	9	59	91	653	1	2	330	1660
Mid-Management	19	97	93	365	1	6	12	45	117	704	0	0	242	1217
Business	118	875	1110	4233	432	2876	80	525	17	97	0	0	1757	8606
Accounting	14	66	123	546	5	28	8	43	126	756	0	0	276	1439
Real Estate	0	0	107	216	1	3	0	0	8	36	3	6	119	261
General Office Assistant	0	0	0	0	0	0	0	0	0	0	2	18	2	18
TOTALS	185	1269	1767	6562	440	2925	114	690	743	3706	10	38	3259	15190

EDUCATIONAL INTENT OF STUDENTS AT OKLAHOMA CITY COMMUNITY COLLEGE (Cont'd)

FALL 1987

	E		I		P		U		W		X		TOTAL	
	M/C	C/M	M/C	C/M	M/C	C/M	M/C	C/M	M/C	C/M	M/C	C/M	M/C	C/M
Nursing	148	1034	134	781	1	0	36	264	198	1288	0	0	517	3367
Emergency Medical Technology	5	20	101	326	1	6	4	19	124	736	21	101	256	1208
Surgical Technology	0	0	10	64	0	0	2	19	2	8	15	88	29	179
OT-TR	4	28	8	34	1	7	4	27	52	461	0	0	69	557
Gerontology	0	0	16	60	1	1	1	6	20	137	0	0	38	204
Physical Therapy Technology	13	99	15	127	2	23	7	54	89	761	0	0	126	1064
TOTALS	**170**	**1181**	**284**	**1392**	**6**	**37**	**54**	**389**	**485**	**3391**	**36**	**189**	**1035**	**6579**
Psychology	48	373	158	824	115	927	14	81	3	29	0	0	338	2234
Recreational Leadership	0	0	310	539	1	7	12	22	3	20	4	13	330	601
History	5	18	10	36	15	97	2	15	0	0	0	0	32	166
Political Science/ Pre-Law	3	21	29	134	30	234	2	12	1	6	0	0	65	407
Sociology	7	52	36	226	45	334	6	39	2	24	0	0	96	675
Pre-Recreational Leadership	2	6	4	15	3	10	0	0	0	0	0	0	9	31

EDUCATIONAL INTENT OF STUDENTS AT OKLAHOMA CITY COMMUNITY COLLEGE (Cont'd)

FALL 1987

	E		I		P		U		W		X		TOTAL	
	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H
Corrections	4	17	9	57	3	12	0	0	12	99	1	6	29	191
Pre-Corrections	4	36	2	15	15	116	1	0	0	0	2	18	24	185
Child Development	4	24	38	154	2	9	2	7	22	166	3	33	71	393
Pre-Child Development	3	31	21	161	20	145	4	9	0	0	0	0	48	346
TOTALS	**80**	**578**	**617**	**2161**	**249**	**1891**	**43**	**185**	**43**	**344**	**10**	**70**	**1042**	**5229**
Automotive Technology	6	25	36	108	0	0	1	11	49	346	0	0	92	490
Pre-Engineering	23	172	112	819	96	795	12	121	1	12	0	0	244	1919
Science	17	132	258	1679	84	674	10	79	2	6	0	0	371	2570
Construction Technology	2	12	41	134	0	0	2	16	27	127	0	0	72	289
Machine Technology	2	12	4	10	0	0	0	0	20	96	1	6	27	124
Production Technology	2	12	1	3	0	0	1	3	3	17	0	0	7	35
Welding Technology	1	2	14	39	0	0	0	0	10	36	1	8	26	85

EDUCATIONAL INTENT OF STUDENTS AT OKLAHOMA CITY COMMUNITY COLLEGE (Cont'd)

FALL 1987

	E		I		P		U		W		X		TOTAL	
	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H
Metal Fabrication	1	2	6	17	0	0	0	0	5	25	0	0	12	44
TOTALS	**54**	**369**	**472**	**2809**	**180**	**1469**	**26**	**230**	**117**	**665**	**2**	**14**	**851**	**5556**
Communications	17	123	193	903	55	461	22	143	2	9	0	0	289	1639
Visual Arts	3	12	36	171	11	84	5	24	3	15	0	0	58	306
Theatre Arts	2	9	11	47	6	46	2	18	0	0	0	0	21	120
Modern Languages	4	17	34	114	7	47	0	0	0	0	0	0	45	178
Humanities	2	8	12	54	17	108	0	0	0	0	0	0	31	170
Printing Technology	0	0	14	58	0	0	1	3	30	192	2	6	47	259
Mass Media Communications	7	46	42	188	1	13	3	5	19	124	0	0	72	376
Commercial Art	8	66	92	332	1	5	4	15	43	333	0	0	148	751
Music	3	14	68	193	32	256	1	1	0	0	0	0	104	464
TOTALS	**46**	**295**	**502**	**2060**	**130**	**1020**	**38**	**209**	**97**	**673**	**2**	**6**	**815**	**4263**

EDUCATIONAL INTENT OF STUDENTS AT OKLAHOMA CITY COMMUNITY COLLEGE (Cont'd)

FALL 1987

	E		I		P		U		W		X		TOTAL	
	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H
Data Processing	27	201	280	936	4	18	20	87	212	1479	0	0	543	2721
Electronics	15	134	80	371	0	0	9	65	168	1161	0	0	272	1731
Mathematics	6	54	82	317	34	265	4	26	0	0	0	0	126	662
Drafting/Design	11	67	21	62	0	0	4	28	48	334	3	18	87	509
Industrial Electronics	0	0	1	3	0	0	0	0	5	33	0	0	6	36
TOTALS	59	456	464	1689	38	283	37	206	433	3007	3	18	1034	5659
Diversified Studies	0	0	18	75	8	56	0	0	1	5	0	0	27	136
TOTAL COLLEGE	594	4148	4124	16748	1051	7681	312	1909	1919	11791	63	335	8063	42612

STUDENTS WHO ENROLLED AND DID NOT PAY
FALL 1987

RESEARCH MONOGRAPH IV

Prepared by

Annmarie Shirazi
Research Office

October 1987

A total of 472 students did not re-enroll in any classes after being dropped from classes for non-payment in entry 2 this Fall. This number was slightly higher than in previous major entries; therefore, it was decided to survey these students. A random sample of fifty students, a ten percent sample was selected. A check was made to be sure that the sample included students who had been here in the past and new students. The survey instrument was designed and a copy can be found in Attachment I.

Fifty students were contacted by telephone; 26% were unable to be reached, either because the number was no longer in service or it was a wrong number, or there simply was no answer to any of the six times tried. Seventy-four percent of the students were reached but one refused to respond to any questions. Therefore, the percentages listed in Attachment II are based on 37 responses.

When asked why they enrolled and then did not pay, the higher response had to do with the fact that they had no money. It may be that they lost their job or their spouse did. The second highest was the group who were moving away from the area. The third were changes in jobs and the hours worked. These three make up over half of the reasons for not paying or attending classes. Other reasons can be seen in Attachment II.

Most of the students are not attending another school and the majority (54.1%) plan to return to Oklahoma City Community College in the future. The Spring semester 1988 and October 1987 are the most common times indicated. The last question asked if the tuition increase caused them to have to change their plans on attending school. Eighty-three point eight percent (83.8%) indicated that the tuition increase had no effect on their not attending. In fact, 13.5% said that they did not even know that there had been a tuition increase.

In summary, it appears that the reason students don't complete the enrollment process by paying fees and attending class has very little to do with the College. The tuition increase certainly did not play a role in their not paying and attending classes.

ATTACHMENT I

Name _____

Phone _____

Questions for People Enrolling and Not Paying

Called _____
Morning *Afternoon*

_____
Evening *Return at*

*This is **Annmarie Shirazi, Director of Research** at **Oklahoma City Community College.** Our records show that you enrolled in classes for this fall semester but did not come in and pay your fees to complete your enrollment. Would you mind answering a couple of questions about this for me? Thanks.*

1) *What made you decide not to take classes at Oklahoma City Community College this semester?*

_____

_____

2) *Are you attending school some place else?*

Yes _____ *No* _____

If yes, where and why?

_____

_____

_____

3) *Do you plan to take classes at Oklahoma City Community College in the future?*

Yes _____ *No* _____

If yes, when?

_____

4) *If money was a concern in #1, then follow up with question asking -*

Did the increase in cost play a part in your decision not to take class this Fall at OKCCC?

Yes _____ *No* _____

If yes, how?

_____

_____

_____

ATTACHMENT II

Summary of Telephone Survey to Students Enrolling and Not Paying
Fall 1987

I. What made you decide not to take classes this semester?

a)	No money	- 29.7%
b)	Moving out of the area	- 16.2%
c)	Job changes	- 10.8%
d)	No time/family responsibilities	- 8.1%
e)	Wanted a different course	- 5.4%
f)	VA paperwork was not completed	- 5.4%
g)	Needed quick skills development and our classes were too long	- 5.4%
h)	Wanted to be in Nursing and ended up on our waiting list	- 2.7%
i)	Need more work on the previous class	- 2.7%
j)	No VA money left	- 2.7%
k)	Financial Aid not available	- 2.7%
l)	Closer school	- 2.7%
m)	Transportation problems	- 2.7%

II. Are you attending school some place else?

18.9% - Yes 72.9% - No

Attending at:	OSU-TB	- 2
	OCU - Nursing	- 1
	Rose State College	- 1
	National College of Technology	- 1

III. Do you plan to take classes at OKCCC in the future?

54.1% - Yes 27.0% - No 13.5% - Maybe

When:	Spring	- 40%
	October	- 20%
	Summer	- 5%
	After completing program at another school	- 5%

IV. Did the tuition increase cause you to change your plans?

2.7% - Yes 83.8% - No 5.4% - Maybe

How: 13.5% - Did not know there was a tuition increase.

A COMPARISON OF FALL 1987 STUDENTS WITH THOSE FROM PREVIOUS SEMESTERS

RESEARCH MONOGRAPH V

Prepared by

Annmarie Shirazi
Research Office

October 1987

Fall 1987 had a total enrollment of 8,063, an increase of 2.5% from Fall of 1986 in headcount but there was a decrease of 1.4% in credit hours from 46,550 Fall 1986 to 45,906 this Fall. The average credit hours carried by each student decreased from 5.9 to 5.7, ending a three semester increase started in the Spring of 1986.

The male/female break was approximately 40%/60% .with more females than males. This has been the breakdown for the past seven Fall semesters. The average age was over thirty-one for the second Fall semester and the fourth semester in a row. The marital status of this Fall's students is similar to what it has been in previous Falls, with the largest percent being married. The ethnic background showed little change with the exception of the percent of Blacks, which showed a slight increase.

The breakdown of full-time and part-time students is basically the same as it has been since the Fall of 1981 with approximately 15% of the students being full-time and 85% being part-time. The first time students to Oklahoma City Community College remained the same as it was in the Fall of 1986 which ends a seven semester decline. The reasons students were enrolled in classes have changed also, but some of this change may be due to a change in the reporting system being used. Decreases were experienced in the percent of

students indicating immediate job entry and transfer plans, while those in continuing education increased. Table I at the end of this report contains all of the specific information presented.

Table II contains information on the zip code locations of students enrolled in credit classes. The percent of students from the four quadrants of the city are similar to what they have been the last three Fall semesters, with the greatest percent from the SW quadrant and the lowest percent from the NE quadrant. The NW quadrant has shown a two percent decrease this Fall. This 2% decrease has given each of the other three quadrants a slight increase.

In conclusion, the percent of first time students showed a leveling this Fall, which at least stops the decline which has been a trend since the Fall of 1978. The continuing education student (the non-degree seeking student) has showed an increase making up over half of the total enrollment. Those indicating they planned to complete a degree (Transfer and IJE) showed a substantial decrease. This change may be due in part to a new intent code system which was implemented this Fall. The decrease in those enrolled from the NW quadrant is not great but it needs to be monitored.

TABLE I

ENROLLMENT SUMMARIES - SPRING 1980 THROUGH FALL 1987

CATEGORY	SPRING 1980	FALL 1980	SPRING 1981	FALL 1981	SPRING 1982	FALL 1982	SPRING 1983	FALL 1983
TOTAL ENROLLMENT	6819	7345	7934	7873	7991	7721	9227	8590
MALE	3024 (44.3%)	2983 (40.6%)	3376 (42.6%)	3178 (40.4%)	3567 (44.6%)	3152 (40.8%)	3925 (42.5%)	3363 (39.2%)
FEMALE	3795 (55.7%)	4362 (59.4%)	4558 (57.4%)	4695 (59.6%)	4424 (55.4%)	4569 (59.2%)	5302 (57.5%)	5227 (60.8%)
FULL-TIME	1335 (19.6%)	1304 (17.8%)	1373 (17.3%)	1231 (15.6%)	1239 (15.5%)	1205 (15.6%)	1429 (15.5%)	1318 (15.3%)
PART-TIME	5484 (80.4%)	6041 (82.2%)	6561 (82.7%)	6642 (84.4%)	6752 (84.5%)	6516 (84.4%)	7798 (84.5%)	7272 (84.7%)
NEW STUDENTS (first time at OKCCC)	2569 (37.7%)	3060 (41.7%)	2810 (35.4%)	3078 (39.1%)	2590 (32.4%)	2695 (34.9%)	2972 (32.2%)	2813 (32.8%)
RETURNING STUDENTS	3686 (54.1%)	3763 (51.2%)	4454 (56.1%)	4225 (53.7%)	4779 (59.8%)	4394 (56.9%)	5301 (57.5%)	4997 (58.1%)
GRADUATES (Special)	564 (8.3%)	522 (7.1%)	670 (8.5%)	570 (7.3%)	622 (7.8%)	632 (8.2%)	954+ (10.3%)	780 (9.1%)
SINGLE	2419 (35.5%)	2812 (38.3%)	2894 (36.5%)	3074 (39.0%)	3145 (39.4%)	3110 (40.3%)	3578 (38.8%)	3479 (40.6%)
MARRIED	3469 (50.9%)	3560 (48.5%)	4043 (51.0%)	3844 (48.8%)	3867 (48.4%)	3727 (48.3%)	4521 (49.0%)	4144 (48.2%)
WIDOWED	102 (1.5%)	93 (1.3%)	86 (1.0%)	89 (1.1%)	100 (1.3%)	91 (1.2%)	91 (1.0%)	80 (0.9%)
DIVORCED/SEPARATED	829 (12.2%)	880 (12.0%)	911 (11.5%)	866 (11.0%)	879 (11.0%)	793 (10.3%)	1037 (11.2%)	887 (10.3%)
AVERAGE AGE	30.01 yrs.	29.5 yrs.	30.15 yrs.	29.63 yrs.	30.08 yrs.	29.74 yrs.	30.14 yrs.	29.84 yrs.
BLACK	299 (4.4%)	313 (4.3%)	345 (4.3%)	323 (4.1%)	337 (4.2%)	319 (4.1%)	356 (3.9%)	373 (4.3%)
WHITE	5821 (85.4%)	6280 (85.5%)	6775 (85.4%)	6740 (85.6%)	6816 (85.3%)	6617 (85.7%)	8073 (87.5%)	7407 (86.2%)
AMERICAN INDIAN	292 (4.3%)	226 (3.1%)	220 (2.8%)	189 (2.4%)	181 (2.3%)	168 (2.2%)	177 (1.9%)	168 (2.0%)
ASIAN	181 (2.7%)	297 (4.0%)	319 (4.0%)	352 (4.5%)	394 (4.9%)	375 (4.9%)	363 (3.9%)	388 (4.5%)
HISPANIC	105 (1.5%)	98 (1.3%)	110 (1.4%)	105 (1.3%)	104 (1.3%)	100 (1.3%)	150 (1.6%)	155 (1.8%)
INTERNATIONAL	***	***	***	***	***	***	***	***
OTHER/NO RESPONSE	119 (1.8%)	131 (1.8%)	167 (2.1%)	164 (2.1%)	159 (2.0%)	140 (1.8%)	108 (1.2%)	99 (1.2%)
IMMEDIATE JOB ENTRY	2942 (43.1%)	2853 (38.8%)	3063 (38.6%)	2771 (35.2%)	2945 (36.9%)	2694 (34.9%)	2944 (31.9%)	3122 (36.3%)
TRANSFER	1590 (23.3%)	1562 (21.3%)	1687 (21.3%)	1480 (18.8%)	1672 (20.9%)	1600 (20.7%)	1649 (17.9%)	1677 (19.5%)
CONTINUING EDUCATION	2289 (33.6%)	2930 (39.9%)	3184 (40.1%)	3622 (46.0%)	3374 (42.2%)	3427 (44.4%)	4634 (50.2%)	3791 (44.2%)
FTE/CREDIT HOURS	2815 / 42227	2913 / 43693	3031 / 45464	3030 / 45442	3116 / 46744	3022 / 45336	3519 / 52783	3267 / 48997
AVERAGE CREDIT HOURS	6.19	5.95	5.73	5.77	5.85	5.87	5.72	5.70

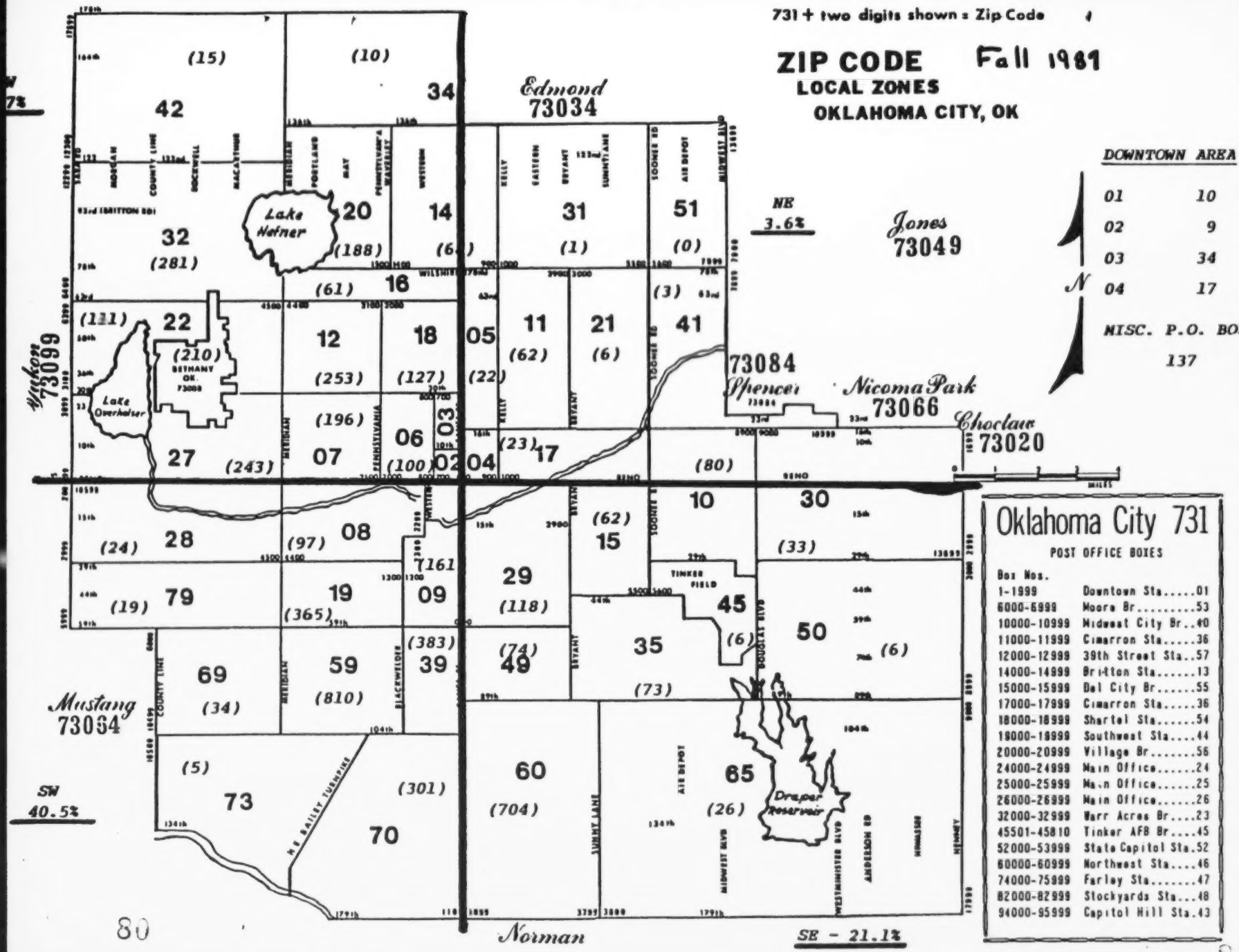
TABLE I

ENROLLMENT SUMMARIES - SPRING 1980 THROUGH FALL 1987
(CONT'D)

CATEGORY	SPRING 1984	FALL 1984	SPRING 1985	FALL 1985	SPRING 1986	FALL 1986	SPRING 1987	FALL 1987
TOTAL ENROLLMENT	8481	7709	8723	7711	8582	7866	8282	8,063
MALE	3506 (41.3%)	3074 (39.9%)	3634 (41.7%)	3058 (39.7%)	3533 (41.2%)	3089 (39.3%)	3406 (41.1%)	3241 (40.2%)
FEMALE	4975 (58.7%)	4635 (60.1%)	5089 (58.3%)	4653 (60.3%)	5049 (58.8%)	4777 (60.7%)	4876 (58.9%)	4820 (59.8%)
FULL-TIME	1308 (15.4%)	1166 (15.1%)	1287 (14.8%)	1164 (15.1%)	1228 (14.3%)	1227 (15.6%)	1413 (17.1%)	1177 (14.6%)
PART-TIME	7173 (84.6%)	6543 (84.9%)	7436 (85.2%)	6547 (84.9%)	7354 (85.7%)	6639 (84.4%)	6869 (82.9)	6886 (85.4%)
NEW STUDENTS (first time at OKCCC)	2458 (29.0%)	2277 (29.5%)	2455 (28.1%)	2140 (27.8%)	2091 (24.4%)	2079 (26.4%)	1796 (21.7%)	2109 (26.2%)
RETURNING STUDENTS	5234 (61.7%)	4734 (61.4%)	5411 (62.0%)	4837 (62.7%)	5516 (64.3%)	4960 (63.1%)	5505 (66.5%)	5121 (63.5%)
GRADUATES (Special)	789 (9.3%)	698 (9.1%)	857 (9.8%)	734 (9.5%)	975 (11.4%)	827 (10.5%)	981 (11.8%)	833 (10.3%)
SINGLE	3558 (42.0%)	3275 (42.5%)	3470 (39.8%)	3085 (40.0%)	3267 (38.1%)	3066 (39.0%)	3117 (37.6%)	3091 (38.3%)
MARRIED	3950 (46.6%)	3588 (46.5%)	4296 (49.2%)	3751 (48.6%)	4340 (50.6%)	3871 (49.2%)	4139 (50.0%)	3929 (48.7%)
WIDOWED	81 (1.0%)	82 (1.1%)	82 (0.9%)	77 (1.0%)	87 (1.0%)	86 (1.1%)	93 (1.1%)	93 (1.2%)
DIVORCED/SEPARATED	892 (10.5%)	659 (8.5%)	875 (10.1%)	798 (10.4%)	888 (10.3%)	843 (10.7%)	933 (11.3%)	950 (11.8%)
AVERAGE AGE	30.22 yrs.	30.30 yrs.	30.90 yrs.	30.68 yrs.	31.37 yrs.	31.03 yrs.	31.80 yrs.	31.85 yrs.
BLACK	371 (4.4%)	352 (4.6%)	390 (4.5%)	330 (4.3%)	444 (5.2%)	367 (4.7%)	423 (5.1%)	420 (5.2%)
WHITE	7324 (86.4%)	6603 (85.7%)	7520 (86.2%)	6666 (86.4%)	7413 (86.4%)	6780 (86.2%)	7147 (86.3%)	6934 (86.0%)
AMERICAN INDIAN	166 (2.0%)	144 (1.9%)	157 (1.8%)	154 (2.0%)	162 (1.9%)	194 (2.5%)	206 (2.5%)	202 (2.5%)
ASIAN	402 (4.7%)	398 (5.2%)	428 (4.9%)	374 (4.9%)	379 (4.4%)	342 (4.3%)	330 (4.0%)	322 (4.0%)
HISPANIC	129 (1.5%)	132 (1.7%)	140 (1.6%)	115 (1.5%)	119 (1.4%)	110 (1.4%)	108 (1.3%)	123 (1.5%)
INTERNATIONAL	***	***	***	***	***	***	***	***
OTHER/NO RESPONSE	89 (1.1%)	80 (1.0%)	88 (1.0%)	72 (0.9%)	65 (0.8%)	73 (0.9%)	68 (0.8%)	62 (0.8%)
IMMEDIATE JOB ENTRY	2658 (31.3%)	2333 (30.3%)	2740 (31.4%)	2663 (34.5%)	2793 (32.5%)	2637 (33.5%)	2627 (31.7%)	2434 (30.2%)
TRANSFER	1519 (17.9%)	1366 (17.7%)	1465 (16.8%)	1521 (19.7%)	1634 (19.0%)	1879 (23.9%)	1949 (23.5%)	1505 (18.7%)
CONTINUING EDUCATION	4304 (50.7%)	4010 (52.0%)	4518 (51.8%)	3527 (45.7%)	4155 (48.4%)	3350 (42.6%)	3706 (44.7%)	4124 (51.1%)
FTE/CREDIT HOURS	3174 / 47616	2949 / 44.237	3230 /48,442	2972 /44,579	3182 /47,722	3103 /46,550	3334 /50,012	3360 /45,906
AVERAGE CREDIT HOURS	5.61	5.74	5.55	5.78	5.56	5.92	6.04	5.69

***International and Oriental American categories have been eliminated with Asians replacing Orientals and many Internationals also falling into the Asian category.

TABLE II



Oklahoma City 731

POST OFFICE BOXES

Box Nos.		
1-1999	Downtown Sta	01
6000-6999	Moore Br	53
10000-10999	Midwest City Br	40
11000-11999	Cimarron Sta	36
12000-12999	39th Street Sta	57
14000-14999	Britton Sta	13
15000-15999	Del City Br	55
17000-17999	Cimarron Sta	36
18000-18999	Shartel Sta	54
19000-19999	Southwest Sta	44
20000-20999	Village Br	56
24000-24999	Main Office	24
25000-25999	Main Office	25
26000-26999	Main Office	26
32000-32999	Warr Acres Br	23
45501-45810	Tinker AFB Br	45
52000-53999	State Capitol Sta	52
60000-60999	Northwest Sta	46
74000-75999	Farley Sta	47
82000-82999	Stockyards Sta	48
94000-95999	Capitol Hill Sta	43

80

81

A COMPARISON OF SPRING 1988 STUDENTS WITH THOSE FROM PREVIOUS SEMESTERS

RESEARCH MONOGRAPH VI

Prepared by

Annmarie Shirazi
Research Office

February 1988

Spring 1988 had a total enrollment of 8,323, an increase of 0.5% from Spring of 1987 in headcount but there was a decrease of 2.3% in credit hours from 50,012, Spring 1987 to 48,865 this Spring. The average credit hours carried by each student decreased from 6.04 to 5.87, but this was an increase from the Fall 1987 semester.

The male/female break was approximately 40%/60% with more females than males. This has been the breakdown for the past seven Spring semesters. The average age was over thirty-one for the third Spring semester and fifth semester in a row. The marital status of this Spring's students is similar to what it has been in previous Springs, with the largest percent being married. The ethnic background showed little change with the exception of the percent of Asians which showed a decrease of six tenths of a percent.

The breakdown of full-time and part-time students has fallen back some from the high of 17% in the Spring of 1987. The first time students at Oklahoma City Community College remained the same as it was in the Spring of 1987 which ends a seven semester decline. (See Graphs I and II) The reasons students were enrolled in classes have changed also, but some of this change may be due to a change in the reporting system being used. Beginning in the Fall 1987, the percent of students in Immediate Job Entry programs are only those who plan to get a degree, the transfer

students are also only those who plan to complete a degree; therefore, the special interest category contains those who are taking classes but do not plan on getting a degree. This change explains why the special interest category has increased to 55%. Table I at the end of this report contains all of the specific information presented.

Table II contains information on the zip code locations of students enrolled in credit classes. The percent of students from the four quadrants of the city are similar to what they have been the last three semesters, with the greatest percent from the SW quadrant and the lowest percent from the NE quadrant.

Tables III and IV look at when students are taking classes and the age breakdown. The information presented in Table II indicates that there has been little change in the time of day a student attends class in the past three semesters. The average age of the students has not changed but if the individual age ranges are considered, there are more students under 23 and in the 38 to 49 age bracket this Fall and Spring. There was a 10% increase in both Fall 1987 and Spring 1988 in the 18 to 22 year old age bracket compared to the previous Fall and Spring. There are fewer students in the 23 to 27 age bracket than in the Fall of 1986 and Spring of 1987.

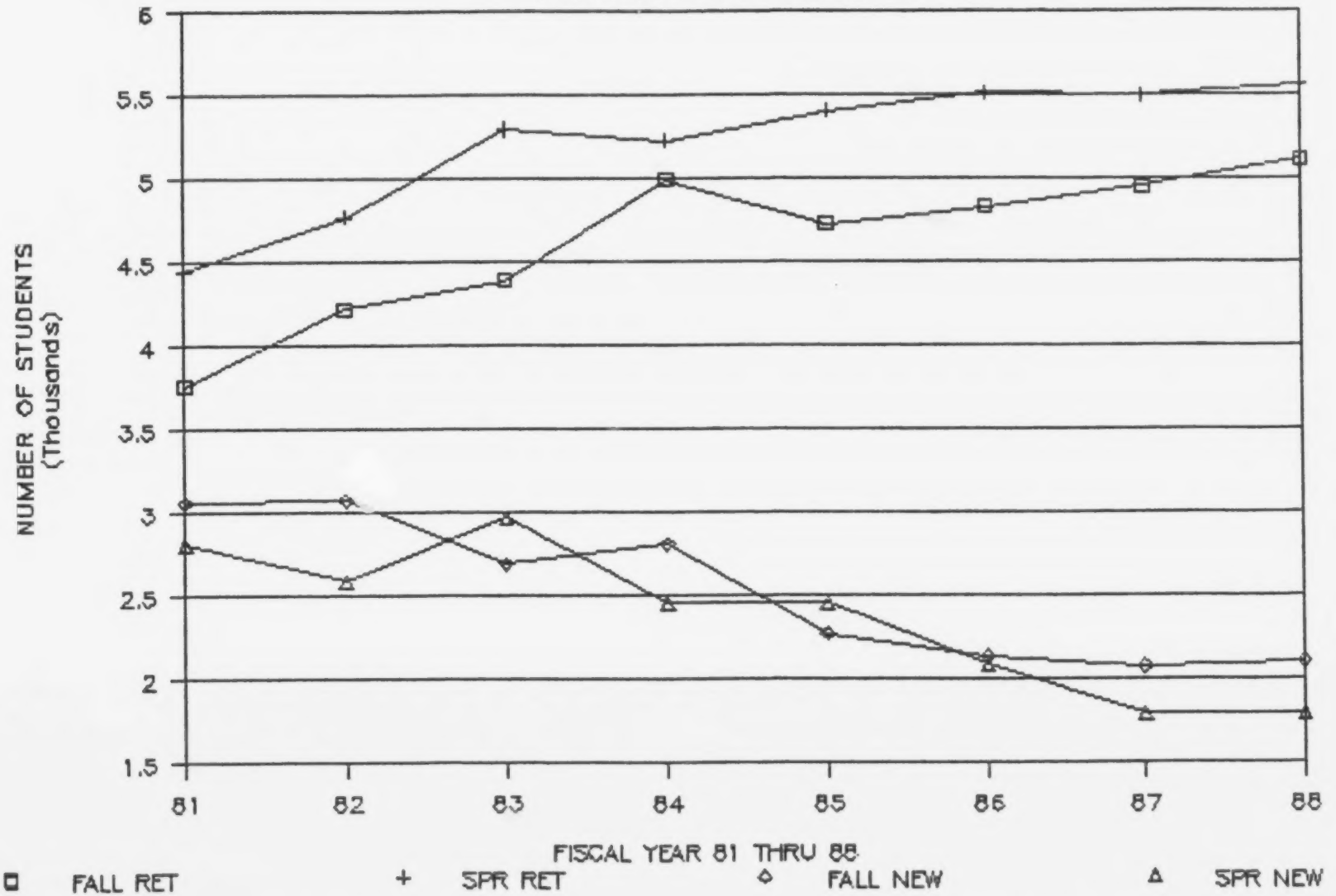
In conclusion, the percent of first time students showed a leveling this Spring which at least stops the decline which has been a trend since the Fall of 1978. The age breakdowns appear to show that there are more younger students under 23 on campus

even though there has been little change in either the mean or median age over the past four semesters. This is a trend worth watching.

GRAPH I

COMPARISON OF NEW & RETURNING STUDENTS

SPRING & FALL SEMESTERS



GRAPH II

COMPARISON OF NEW & RETURNING STUDENTS

SPRING & FALL SEMESTERS

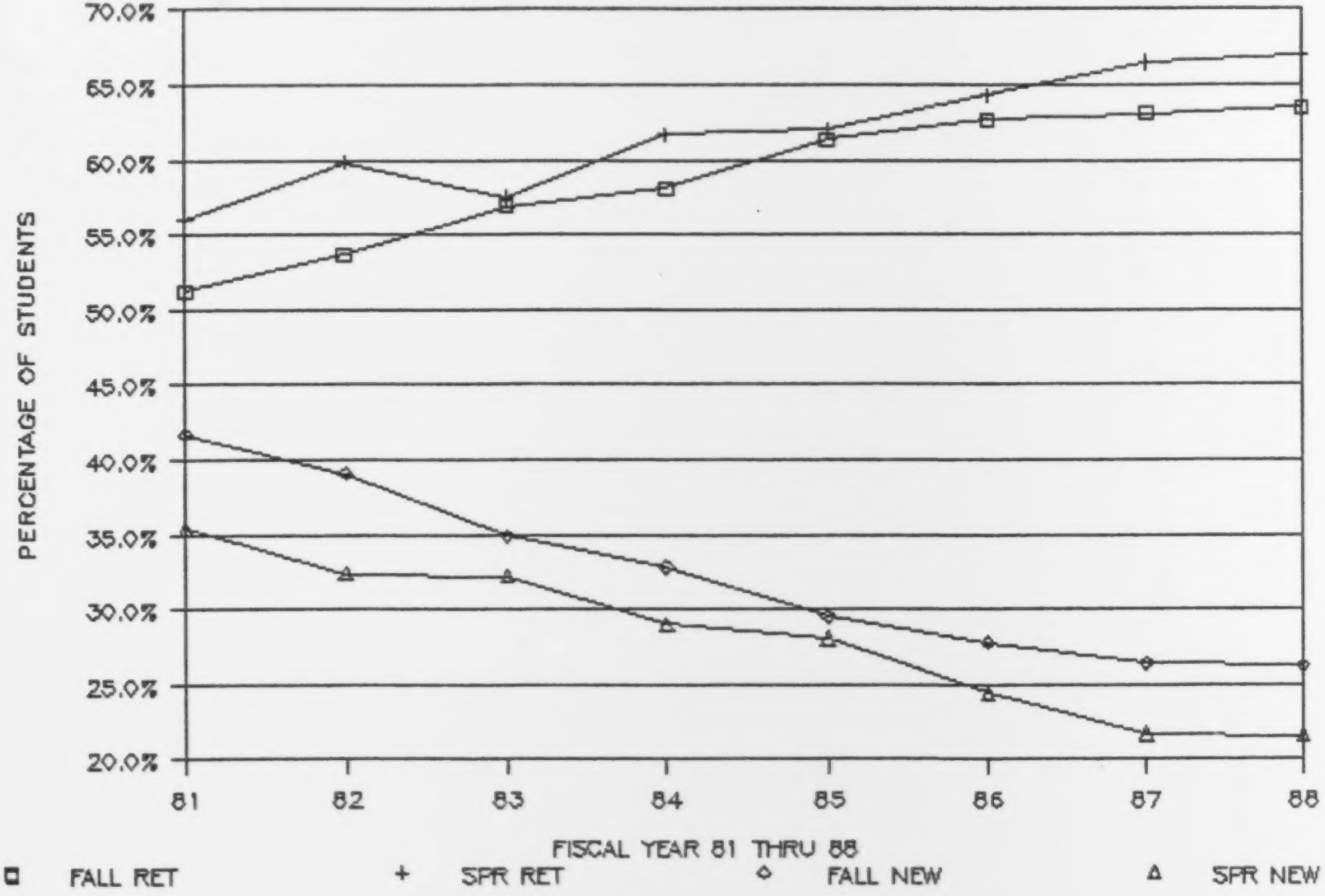
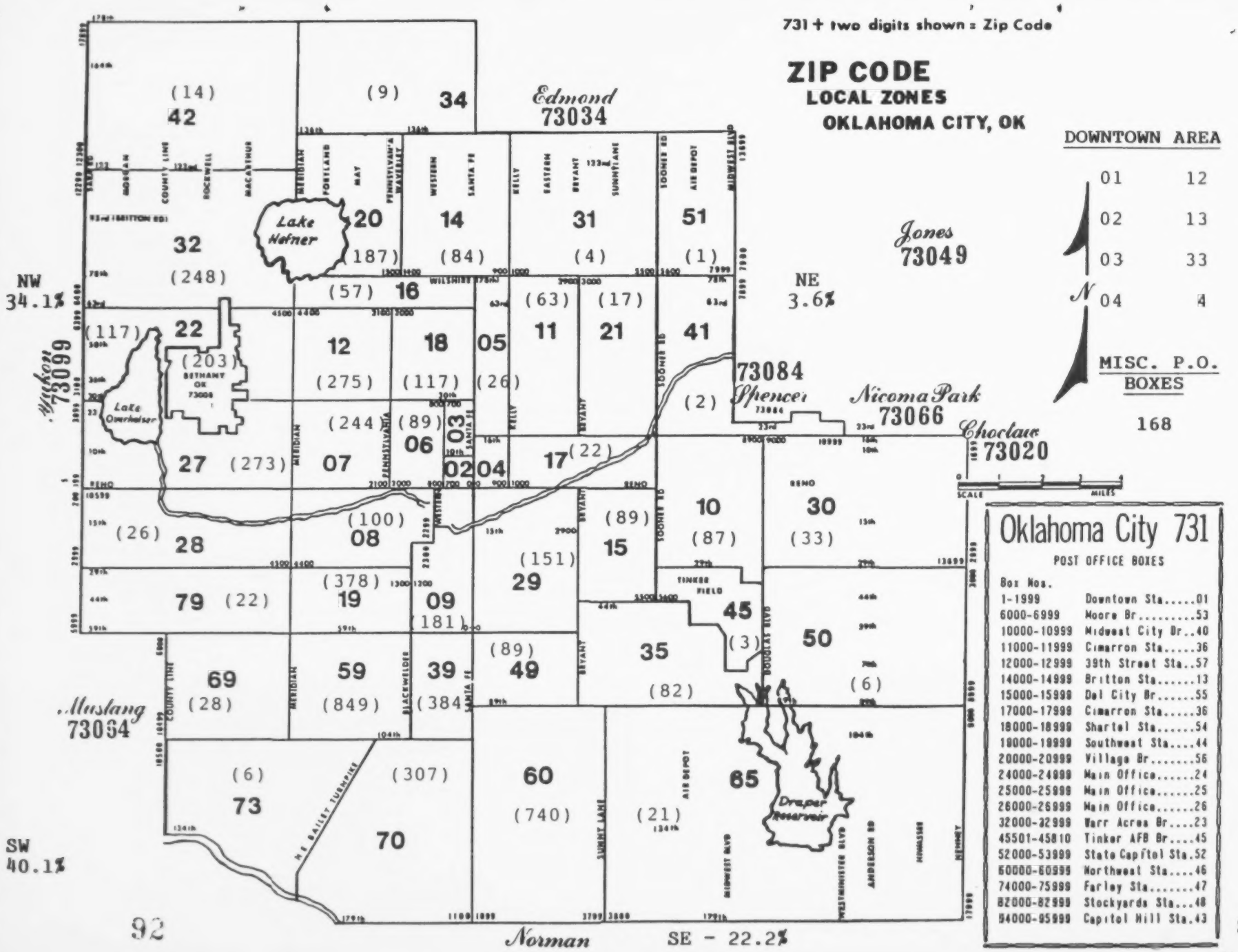


TABLE I

ENROLLMENT SUMMARIES - FALL 1984 THROUGH SPRING 1988

CATEGORY	FALL 1984	SPRING 1985	FALL 1985	SPRING 1986	FALL 1986	SPRING 1987	FALL 1987	SPRING 1988
TOTAL ENROLLMENT	7,709	8,723	7,711	8,582	7,866	8,282	8,063	8,323
MALE	3074 (39.9%)	3634 (41.7%)	3058 (39.7%)	3533 (41.2%)	3089 (39.3%)	3406 (41.1%)	3243 (40.2%)	3378 (40.6%)
FEMALE	4635 (60.1%)	5089 (58.3%)	4653 (60.3%)	5049 (58.8%)	4777 (60.7%)	4876 (58.9%)	4820 (59.8%)	4945 (59.4%)
FULL-TIME	1166 (15.1%)	1287 (14.8%)	1164 (15.1%)	1228 (14.3%)	1227 (15.6%)	1413 (17.1%)	1177 (14.6%)	1352 (16.2%)
PART-TIME	6543 (84.9%)	7436 (85.2%)	6547 (84.9%)	7354 (85.7%)	6639 (84.4%)	6869 (82.9%)	6886 (85.4%)	6971 (83.8%)
NEW STUDENTS (first time at OKCCC)	2277 (29.5%)	2455 (28.1%)	2140 (27.8%)	2091 (24.4%)	2079 (26.4%)	1796 (21.7%)	2109 (26.2%)	1796 (21.6%)
RETURNING STUDENTS	4734 (61.4%)	5411 (62.0%)	4837 (62.7%)	5516 (64.3%)	4960 (63.1%)	5505 (66.5%)	5121 (63.5%)	5570 (66.9%)
GRADUATES (Special)	698 (9.1%)	857 (9.8%)	734 (9.5%)	975 (11.4%)	827 (10.5%)	981 (11.8%)	833 (10.3%)	957 (11.5%)
SINGLE	3275 (42.5%)	3470 (39.8%)	3085 (40.0%)	3267 (38.1%)	3066 (39.0%)	3117 (37.6%)	3091 (38.3%)	3148 (37.7%)
MARRIED	3588 (46.5%)	4296 (49.2%)	3751 (48.6%)	4340 (50.6%)	3871 (49.2%)	4139 (50.0%)	3929 (48.7%)	4083 (49.1%)
WIDOWED	82 (1.1%)	82 (0.9%)	77 (1.0%)	87 (1.0%)	86 (1.1%)	93 (1.1%)	93 (1.2%)	78 (1.0%)
DIVORCED/SEPARATED	659 (8.5%)	875 (10.1%)	798 (10.4%)	888 (10.3%)	843 (10.7%)	933 (11.3%)	950 (11.8%)	1014 (12.2%)
AVERAGE AGE	30.30 yrs.	30.90 yrs.	30.68 yrs.	31.37 yrs.	31.03 yrs.	31.80 yrs.	31.85 yrs.	31.74 yrs.
BLACK	352 (4.6%)	390 (4.5%)	330 (4.3%)	444 (5.2%)	367 (4.7%)	423 (5.1%)	420 (5.2%)	463 (5.6%)
WHITE	6603 (85.7%)	7520 (86.2%)	6666 (86.4%	7413 (86.4%)	6780 (86.2%)	7147 (86.3%)	6934 (86.0%)	7163 (86.1%)
AMERICAN INDIAN	144 (1.9%)	157 (1.8%)	154 (2.0%)	162 (1.9%)	194 (2.5%)	206 (2.5%)	202 (2.5%)	223 (2.7%)
ASIAN	398 (5.2%)	428 (4.9%)	374 (4.9%)	379 (4.4%)	342 (4.3%)	330 (4.0%)	322 (4.0%)	282 (3.4%)
HISPANIC	132 (1.7%)	140 (1.6%)	115 (1.5%)	119 (1.4%)	110 (1.4%)	108 (1.3%)	123 (1.5%)	139 (1.7%)
OTHER/NO RESPONSE	80 (1.0%)	88 (1.0%)	72 (0.9%)	65 (0.8%)	73 (0.9%)	68 (0.8%)	62 (0.8%)	51 (0.5%)
PURSUING IJE DEGREE	2333 (30.3%)	2740 (31.4%)	2663 (34.5%)	2793 (32.5%)	2637 (33.5%)	2627 (31.7%)	2434 (30.2%)*	2049 (24.6%)
PURSUING PREP. DEGREE	1366 (17.7%)	1465 (16.8%)	1521 (19.7%)	1634 (19.0%)	1879 (23.9%)	1949 (23.5%)	1505 (18.7%)*	1692 (20.3%)
SPECIAL INTEREST & UNDECIDED	4010 (52.0%)	4518 (51.8%)	3527 (45.7%)	4155 (48.4%)	3350 (42.6%)	3706 (44.7%)	4124 (51.1%)*	4582 (55.1%)
FTE/CREDIT HOURS	2949 /44,237	3230 /48,442	2972 /44,579	3182 /47,722	3103 /46,550	3334 /50,012	3360 /45,906	3258 /48,865
AVERAGE CREDIT HOURS	5.74	5.55	5.78	5.56	5.92	6.04	5.69	5.87

*Change in reporting system occurred in the Fall 1987; therefore, these numbers do not correspond to those from earlier semesters



Oklahoma City 731

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52000-53999	State Capitol Sta.52
60000-60999	Northwest Sta....46
74000-75999	Farley Sta.....47
82000-82999	Stockyards Sta...48
94000-95999	Capitol Hill Sta.43

TABLE III

	Day Classes Only		Night Classes Only		Day & Night Classes		Arranged Classes Only	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Spring 1988	2473	29.7%	4122	49.5%	1311	15.8%	417	5.0%
Fall 1987	2476	30.7%	4016	49.8%	1161	14.4%	410	5.1%
Spring 1987	2437	29.4%	4057	48.9%	1350	16.3%	438	5.3%
Fall 1986	2187	27.8%	4163	52.9%	1105	14.1%	411	5.2%
Spring 1986	2267	26.4%	4669	54.4%	1198	14.0%	448	5.2%

TABLE IV

	Spring 1988		Fall 1987		Spring 1987		Fall 1986	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
No Response	49	0.6%	35	0.4%	30	0.4%	29	0.4%
17 & Below	51	0.6%	63	0.8%	10	0.1%	9	0.1%
18 - 22	1649	19.8%	1616	20.0%	1500	18.1%	1469	18.7%
23 - 27	1700	20.4%	1553	19.3%	1770	21.4%	1759	22.4%
28 - 37	2701	32.5%	2615	32.4%	2781	33.6%	2611	33.2%
38 - 47	1480	17.8%	1495	18.5%	1429	17.3%	1309	16.6%
48 - 52	338	4.1%	347	4.3%	355	4.3%	330	4.2%
53 - 62	262	3.2%	252	3.1%	281	3.4%	241	3.1%
63 - 72	85	1.0%	71	0.9%	105	1.3%	92	1.2%
Over 72	8	0.1%	16	0.2%	21	0.3%	17	0.2%
Median Age	30 years		30 years		30 years		29 years	

OKLAHOMA CITY COMMUNITY COLLEGE
EDUCATIONAL INTENT

SPRING 1988

RESEARCH MONOGRAPH VII

Prepared by

Annmarie Shirazi
Research Office

February 1988

The table contained in this report gives the goals of the students as they reported them when they enrolled for the Spring of 1988. The students not planning to complete a degree program are all grouped into the Special Interest (I) category. The other five areas are students who intend to complete a degree, with those in the Exploratory (E) category being there because they are planning on getting a degree but are not sure of their major. The Undecided (U) category has in it those students who are uncertain of their major and need developmental course work. The other three include Preparatory (P), who are those planning to transfer to a four-year school after completing, and the two immediate job entry classifications, those seeking an associate degree (W), or a certificate (X), and going on to work.

At the top of each column is the letter indicating their intent. Under each intent is a headcount (H/C) column and a credit hour (C/H) column. The credit hours include all those that the students were enrolled in, not just those related to their major.

TABLE I

EDUCATIONAL INTENT OF STUDENTS AT OKLAHOMA CITY COMMUNITY COLLEGE

SPRING 1988

PROGRAM	E		I		P		U & A		W		X		TOTAL	
	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H
Child Development	3	15	41	267	3	9	6	50	22	149	4	15	79	505
Pre-Child Development	4	37	16	109	21	215	1	3	2	6			44	370
Corrections	5	36	20	165	1	9	1	12	12	93			39	315
Pre-Corrections	4	39	1	12	16	124					1	12	22	187
History			15	67	10	61	2	16					27	144
Political Science/Pre-Law	7	43	33	201	35	335	4	25	1	3			80	607
Psychology	41	330	144	939	131	1106	12	89	6	47			334	2511
Recreational Leadership	4	6	460	901	1	1	4	5	5	17	6	8	480	938
Pre-Recreational Leadership			20	53	7	49	6	21	1	1	1	9	35	139
Security & Loss Prevention			3	18					1	6			4	24
Sociology	8	62	38	225	44	381	1	14					91	682
TOTAL	76	568	791	2963	269	2290	37	235	50	322	12	44	1235	6422

EDUCATIONAL INTENT OF STUDENTS AT OKLAHOMA CITY COMMUNITY COLLEGE

SPRING 1988

PROGRAM	E		I		P		U & A		W		X		TOTAL	
	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H
Automotive Technology	4	18	26	107			4	43	54	558			88	726
Construction Technology	6	54	48	148	1	2	1	6	32	285			88	495
Pre-Engineering	20	166	94	717	89	734	12	115	2	22			217	1754
Machine Technology	1	7	1	4					23	157			25	168
Metal Fabrication	2	10	12	36					5	29			19	75
Manufacturing Technology	1	6					1	3	5	40			7	49
Science	24	192	341	2424	92	768	9	72	3	12			469	3468
Welding Technology	2	14	16	62					10	70	2	9	30	155
TOTAL	60	467	538	3498	182	1504	27	239	134	1173	2	9	943	6890

EDUCATIONAL INTENT OF STUDENTS AT OKLAHOMA CITY COMMUNITY COLLEGE

SPRING 1988

PROGRAM	E		I		P		U & A		W		X		TOTAL	
	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H
Commercial Art	5	30	76	311			2	12	51	446			134	799
Visual Arts	1	9	33	176	17	144	1	12	3	15			55	356
Communications	19	148	229	1094	65	552	15	119	1	3			329	1916
Humanities	1	9	17	95	18	131							36	235
Modern Languages	1	7	25	95	7	36							33	138
Mass Media Communications	7	67	40	218	2	31	2	21	19	158			70	495
Music	3	12	85	245	37	283	3	7	1	1			129	548
Printing Technology	4	21	8	39			1	6	23	144	2	6	38	216
Theatre Arts	1	3	9	43	7	50	2	12	1	13			20	121
TOTAL	42	306	522	2316	153	1227	26	189	99	780	2	6	844	4824

EDUCATIONAL INTENT OF STUDENTS AT OKLAHOMA CITY COMMUNITY COLLEGE

SPRING 1988

PROGRAM	E		I		P		U & A		W		X		TOTAL	
	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H
Accounting	8	41	114	503	2	5	7	39	129	847			260	1435
Banking & Finance	5	26	48	174			1	3	368	1460			422	1663
Business	123	902	1113	4616	446	3327	56	338	19	87			1757	9270
General Office Assistant									1	12	1	6	2	18
Insurance Management Tech.	1	3	72	230			6	21	23	93	1	3	103	350
Mid-Management	10	52	92	299			8	34	138	980			248	1365
Real Estate			141	464	1	5	2	15	9	38	2	6	155	528
Secretarial Science	22	180	152	674	3	21	4	37	98	773	1	6	280	1691
TOTAL	169	1204	1732	6960	452	3358	84	487	785	4290	5	21	3227	16320

EDUCATIONAL INTENT OF STUDENTS AT OKLAHOMA CITY COMMUNITY COLLEGE

SPRING 1988

PROGRAM	E		I		P		U & A		W		X		TOTAL	
	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H
Emergency Medical Tech.	8	42	127	455	1	4	3	14	103	703	25	179	267	1397
Gerontology			43	105	1	1			16	108	1	3	61	217
Nursing	149	1247	136	918	2	23	20	174	222	2439			529	4801
OTTR	3	25	10	73	2	4	3	19	58	541			76	662
Physical Therapy Tech.	17	104	13	123	2	23	6	42	93	810			131	1102
Surgical Technology			1	6			1	6			12	84	14	96
TOTAL	177	1418	330	1680	8	55	33	255	492	4601	38	266	1078	8275

EDUCATIONAL INTENT OF STUDENTS AT OKLAHOMA CITY COMMUNITY COLLEGE

SPRING 1988

PROGRAM	E		I		P		U & A		W		X		TOTAL	
	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H
Drafting & Design	7	72	55	206			4	30	56	435	3	7	125	750
Data Processing	28	169	227	980	2	18	19	122	216	1688			492	2977
Electronics	13	84	65	331	1	12	3	23	151	1017			233	1467
Industrial Electronics									3	31			3	31
Mathematics	5	52	60	311	37	300	4	41					106	704
TOTAL	53	377	407	1828	40	330	30	216	426	3171	3	7	959	5929
Diversified Studies	1	3	25	118	10	76			1	8			37	205
COLLEGE TOTAL	578	4343	4345	19363	1114	8840	237	1621	1987	14345	62	353	8323	48865

COMPLETION RATE COMPARISONS for TALKBACK TV CLASSES and COMPARISON CLASSES

RESEARCH MONOGRAPH VIII

Prepared by

Annmarie Shirazi
Research Office

April 1988

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Information was collected for the Spring of 1986 through the Fall of 1987. Three (3) groups were developed each semester - the students being taught in the remote section, students being taught on-campus in the studio, and students enrolled in comparison sections. A comparison section is the same class taught by the same instructor and taught in the same timeframe, that is, day or evening. Only 16 of the classes offered on TBTV had comparison sections. There were 62 remote sections and on-campus sections. Table I contains a list for the six semesters of all of the remote and on-campus sections, the grades received, and the total enrollment in each course. The percent completing the remote classes was 78.8% and the percent completing the on-campus sections was 76.5%. A Chi Squared Test was done on this data to compare the completion rates of the remote sections with those of the on-campus sections. There was no significant difference at the .05 level.

A Chi Squared Test was also done using the 16 classes for which there were comparison sections. There was not a significant difference at the .05 level between the three types of sections and the completion rates. The percent of completion for the 16 matched sections was 75.31% for remote sections, 69.06% for on-campus sections, and 70.70% for the comparison sections. Table II contains a complete

listing of all of the 16 sections, the percent completing each, the total enrollment and total completion percentages.

In summary, it appears that the completion rate of those who attended the class on-campus in the studio is not as high as those who enroll in a non-TBTV section or as those in the remote section. The differences in completion rates are not significant when tested statistically.

TABLE I

Course Completion Information for On-Campus & Remote TBTV Classes from Spring 86 to Fall 87

		REMOTE				ON-CAMPUS			
	COURSE # TITLE	SECTION #	COMP	N/COMP	TOTAL	SECTION #	COMP	N/COMP	TOTAL
1	PS 1003 INTRO TO LAW	86-44-053	11	7	18	86-44-052	4	0	4
2	COR 1113 INTRO TO CORRECTIONS	86-44-008	25	4	29	86-44-007	13	2	15
3	COR 2243 CORR SRVC-COMMUNITY	86-44-195	23	7	30	86-44-196	8	1	9
4	BIO 1003 BIO PRINCIPLES	86-34-010	28	12	40	86-34-010	4	1	5
5	HUM 2003 BLACK LITERATURE	86-14-080	21	3	24	86-14-079	3	3	6
6	PSY 1193 INTRO TO PERSONALITY	86-44-074	44	4	48	86-44-073	26	2	28
7	ORT 1522 DEVELOP SOCIAL ACTIV	86-54-048	15	1	16	86-54-049	4	2	6
8	ORT 1423 CLIENT SERV SKILLS	86-54-046	12	5	17	86-54-047	4	4	8
9	BIO 2343 GENETICS AND MAN	86-34-151	6	0	6	86-34-150	8	1	9
10	LS 0123 COLLEGE WRITING II	86-14-208	10	1	11	86-14-209	5	3	8
11	MATH 1113 ELEMENTARY ALGEBRA	86-64-301	9	10	19	86-64-172	15	8	23
12	ACCT 2203 ACCOUNTING II	86-24-021	11	3	14	86-24-020	7	3	10
13	COM 1213 COMP & LITERATURE	86-14-057	48	17	65	86-14-058	1	0	1
14	COM 1113 ORAL-WRITTEN COMP	86-17-033	30	10	40	86-17-032	12	1	13
15	MGMT 2053 PRINC OF MANAGEMENT	86-27-050	9	0	9	86-27-049	4	0	4
16	COR 1603 DRUG ABUSE AND CORR	86-47-015	26	2	28	86-47-016	12	1	13
17	SOC 2103 SOCIAL PROBLEMS	86-47-031	30	4	34	86-47-030	24	3	27
18	MATH 1323 MATH FOR BUS. CAREERS	86-67-206	10	3	13	86-67-119	14	7	21
19	PHYS 1013 PHYSICAL SCIENCE	86-37-059	36	7	43	86-37-060	29	4	33
20	DP 1103 INTRO TO COMPUTERS	87-62-276	40	5	45	87-62-049	18	4	22
21	MATH 1323 MATH FOR BUS. CAREERS	87-62-271	30	3	33	87-62-270	7	9	16
22	ORT 1321 DYNAMICS-HUMAN MOVEMENT	87-52-047	11	7	18	87-52-048	8	0	8
23	ORT 1224 ACTIVITIES & SKILLS	87-52-050	10	7	17	87-52-049	4	0	4
24	HUM 2213 HUMANITIES-CLASS/MED	87-12-201	32	4	36	87-12-200	5	1	6
25	BUS 2013 BUSINESS LAW	87-22-073	21	0	21	87-22-072	7	1	8
26	ECON 2113 MACROECONOMICS	87-22-224	13	15	28	87-22-083	10	2	12
27	COR 1133 INTRO JUVENILE JUSTICE	87-42-010	24	8	32	87-42-011	13	3	16
28	SOC 1113 INTRO TO SOCIOLOGY	87-42-120	18	4	22	87-42-121	7	3	10
29	ACCT 2103 ACCOUNTING I	87-22-013	11	7	18	87-22-014	5	3	8
30	LIT 2103 INTRO TO LITERATURE	87-12-203	11	3	14	87-12-202	17	3	20
31	HIST 1483 AM HIST TO CIVIL WAR	87-44-064	54	13	67	87-44-018	9	5	14
32	COR 2263 CORRECTIONAL LAW	87-44-009	31	2	33	87-44-008	15	5	20
33	SOC 2103 SOCIAL PROBLEMS	87-44-083	11	1	12	87-44-084	18	1	19
34	COR 1113 INTRO TO CORRECTIONS	87-44-011	23	5	28	87-44-010	14	5	19
35	BIO 2343 GENETICS AND MAN	87-34-014	20	6	26	87-34-012	18	7	25
36	BUS 2033 BUS. COMMUNICATIONS	87-24-171	10	7	17	87-24-071	19	3	22
37	DP 1103 INTRO TO COMPUTERS	87-64-011	10	3	13	87-64-293	3	0	3
38	ECON 2123 MICROECONOMICS	87-24-170	7	2	9	87-24-262	13	6	19
39	COM 1213 COMP AND LITERATURE	87-14-299	33	10	43	87-14-189	12	2	14
40	BUS 1013 INTRO-AMER BUSINESS	87-24-168	25	6	31	87-24-038	7	3	10
41	ORT 2123 TREATMENT PROCESS	87-54-047	3	4	7	87-54-046	2	1	3
42	MATH 1513 COLLEGE ALGEBRA	87-64-010	8	7	15	87-64-207	8	14	22
43	PSY 1013 PSYCHOLOGY IN PRACTICE	87-44-086	35	12	47	87-44-085	10	1	11
44	PSY 1113 INTRO TO PSYCHOLOGY	87-47-006	29	7	36	87-47-026	25	2	27
45	BUS 2023 BUSINESS STATISTICS	87-27-006	3	0	3	87-27-007	8	3	11
46	PHYS 1013 PHYSICAL SCIENCE	87-37-025	27	9	36	87-37-006	13	4	17
47	PS 1113 AMERICAN FED. GOVT.	87-47-007	50	8	58	87-47-024	19	4	23
48	MKT 2043 PRINC. OF MARKETING	87-27-014	10	4	14	87-27-015	16	2	18
49	COM 1113 ORAL-WRITTEN COMP	87-17-012	10	5	15	87-17-011	22	2	24
50	MATH 1113 ELEMENTARY ALGEBRA	87-67-012	17	14	31	87-67-013	14	7	21
51	LS 0223 SPELLING	88-12-019	3	3	6	88-12-015	7	7	14
52	COM 1213 COMP AND LITERATURE	88-12-005	23	8	31	88-12-003	7	0	7
53	ACCT 2103 PRINC. OF ACCOUNTING I	88-22-044	12	11	23	88-22-043	4	5	9
54	MGMT 1313 SUPV. DEVELOPMENT I	88-22-042	26	1	27	88-22-041	1	2	3

		REMOTE			ON-CAMPUS			
	COURSE # TITLE	SECTION #	COMP	N/COMP	TOTAL	SECTION #	COMP	N/COMP	TOTAL
55	PSY 1123 STRESS MANAGEMENT	88-42-075	50	8	58	88-42-073	19	8	27
56	HIST 1483 AM HIST TO CIVIL WAR	88-42-031	30	6	36	88-42-030	2	1	3
57	COR 2233 CORR TREATMENT SYSTEMS	88-42-010	26	2	28	88-42-009	9	2	11
58	COR 1103 INTRO CRIMINAL PROCESS	88-42-008	25	0	25	88-42-007	14	2	16
59	ORT 2313 PED MAINT & REMED	88-52-044	2	1	3	88-52-045	3	0	3
60	ORT 2423 ADULT & GER MNT-REMED	88-52-042	2	1	3	88-52-043	2	0	2
61	MATH 1213 INTERM ALGEBRA	88-62-249	10	8	18	88-62-250	7	11	18
62	MATH 1323 MATH FOR BUS CAREERS	88-62-101	17	3	20	88-62-272	13	10	23
	TOTAL		1267	340	1607		651	200	851
	PERCENT		78.84%	21.16%			76.50%	23.5%	

TABLE II

Course Completion Information for On-Campus, Remote, & Comparison TBTV Classes from Spring 86 to Fall 87

		REMOTE				ON-CAMPUS				COMPARISON			
COURSE #	TITLE	SECTION #	COMP	N/COMP	TOT	SECTION #	COMP	N/COMP	TOT	SECTION #	COMP	N/COMP	TOT
MATH 1113	ELEMENTARY ALGEBR	86-64-301	9	10	19	86-64-172	15	8	23	86-64-167	12	17	29
ACCT 2203	ACCOUNTING II	86-24-021	11	3	14	86-24-020	7	3	10	86-24-022	27	3	30
COM 1113	ORAL-WRITTEN COMP	86-17-033	30	10	40	86-17-032	12	1	13	86-17-036	16	2	18
DP 1103	INTRO TO COMPUTER	87-62-276	40	5	45	87-62-049	18	4	22	87-62-058	28	9	37
BUS 2013	BUSINESS LAW	87-22-073	21	0	21	87-22-072	7	1	8	87-22-071	35	8	43
ECON 2113	MACROECONOMICS	87-22-224	13	15	28	87-22-083	10	2	12	87-22-087	11	2	13
SOC 1113	INTRO TO SOCIOLOG	87-42-120	18	4	22	87-42-121	7	3	10	87-42-079	29	15	44
ACCT 2103	ACCOUNTING I	87-22-013	11	7	18	87-22-014	5	3	8	87-22-017	22	8	30
ECON 2123	MICROECONOMICS	87-24-170	7	2	9	87-24-262	13	6	19	87-24-058	13	5	18
BUS 2023	BUSINESS STATISTI	87-27-006	3	0	3	87-27-007	8	3	11	87-27-005	19	5	24
COM 1213	COMP AND LITERATU	88-12-005	23	8	31	88-12-003	7	0	7	88-12-069	14	8	22
ACCT 2103	PRINC. OF ACCOUNT	88-22-044	12	11	23	88-22-043	4	5	9	88-22-045	7	3	10
PSY 1123	STRESS MANAGEMENT	88-42-075	50	8	58	88-42-073	19	8	27	88-42-050	31	10	41
HIST 1483	AM HIST TO CIVIL	88-42-031	30	6	36	88-42-030	2	1	3	88-42-015	14	12	26
MATH 1213	INTERM ALGEBRA	88-62-249	10	8	18	88-62-250	7	11	18	88-62-180	6	13	19
MATH 1323	MATH FOR BUS CARE	88-62-101	17	3	20	88-62-272	13	10	23	88-62-196	20	6	26
	TOTAL		305	100	405		154	69	223		304	126	430
	PERCENT		75.31%	24.69%			69.06%	30.9%			70.70%	29.30%	

NON-RETURNING FALL 1987 STUDENTS BY PROGRAM & EDUCATIONAL INTENT

RESEARCH MONOGRAPH IX

Prepared by
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June 1988

In reviewing the spring 1988 enrollment records, there were 3,021 students who had been here in the fall of 1987 but who did not return in the spring. Thirty-seven point five percent (37.5%) of the total fall enrollment therefore did not return for the spring 1988 semester. These non-returning students had been enrolled in 13,988 credit hours in the fall which was 30.5% of the total credit hours.

The reason this question was asked was to determine which students were not returning. Table I gives a comparison of the percent of the non-returning students who were enrolled in 1-3, 4-6, etc. credit hours and the same information for the total fall enrollment. As can be seen, a greater percent of the non-returning students were enrolled in from 1 to 3 credit hours than those enrolled in the total fall semester. The implication here is that it is the students enrolled in only one class who are not returning while those enrolled in more than six hours tend to be the students who return.

TABLE I

Percent of the Total
Credit Hours Fall 1987 Enrollment

	1-2	4-6	7-9	10-12	13-15	16-18	18+	Total H/C
Non-Returning	57.8%	24.4%	8.5%	6.5%	2.2%	0.6%	0.3%	3,021
Total Fall 1987 Enrollment	49.4%	23.0%	10.6%	10.7%	5.1%	1.2%	0.1%	8,063

Looking at the educational goals of students, the majority of those not returning (58.5%) are those who indicate they are not pursuing a degree. Table II shows each of the Educational Intent Codes used with the headcount and the credit hours of non-returning students in each category. The next highest intent code was for students indicating they were pursuing a degree in an Immediate Job Entry program. In terms of the total fall 1987 enrollment presented in Table III, those students indicating that they were not planning to pursue a degree composed a lower percent than in the not returning student group. The other four categories are relatively similar in composition between the non-returning students and the general fall population.

TABLE II

Educational Intent	Headcount #	Headcount %	Credit Hours #	Credit Hours %
1) Not Pursuing a Degree	1,768	58.5%	6,784	48.5%
2) Immediate Job Entry (Associate and Certificate)	633	21.0%	3,387	24.2%
3) Preparatory	314	10.4%	2,036	14.6%
4) Exploratory	188	6.2%	1,125	8.0%
5) Undecided	118	3.9%	656	4.7%

TABLE III

Educational Intent	Headcount #	Headcount %	Credit Hours #	Credit Hours %
1) Not Pursuing a Degree	4,124	51.1%	16,748	39.3%
2) Immediate Job Entry (Associate and Certificate)	1,982	24.6%	12,126	28.5%
3) Preparatory	1,051	13.0%	7,681	18.0%
4) Exploratory	594	7.4%	4,148	9.7%
5) Undecided	312	3.9%	1,909	4.5%

In summary, those students who are less likely to return from one semester to the next are those who are enrolled in one class (1 to 3 credit hours) and who indicate that they are not pursuing a degree. This is understandable since these are the students who in most cases are less committed to attending school or who planned to attend only one class to respond to a specific need. Special marketing activities might be useful with this group of former students.

OKLAHOMA CITY COMMUNITY COLLEGE
EDUCATIONAL INTENT

SUMMER 1988

RESEARCH MONOGRAPH X

Prepared by

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Research Office

June 1988

The table contained in this report gives the goals of the students as they reported them when they enrolled for the Summer of 1988. The students not planning to complete a degree program are all grouped into the Special Interest (I) category. The other five areas are students who intend to complete a degree, with those in the Exploratory (E) category being there because they are not sure of their major. The Undecided (U) category has in it those students who are uncertain of their major and need developmental course work. The other three include Preparatory (P), who are those planning to transfer to a four-year school after completing, and the two immediate job entry classifications, those seeking an associate degree (W), or a certificate (X).

At the top of each column is the letter indicating their intent. Under each intent is a headcount (H/C) column and a credit hour (C/H) column. The credit hours include all those that the students are enrolled in, not just those related to their major.

EDUCATIONAL INTENT OF STUDENTS AT OKLAHOMA CITY COMMUNITY COLLEGE

SUMMER 1988

PROGRAM	E		I		P		U & A		W		X		TOTAL	
	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H
Commercial Art	4	16	42	81					25	115			71	212
Visual Arts			15	35	14	53	6	22	2	10			37	120
Communications	9	41	240	784	49	246	4	15	2	14			304	1100
Humanities	2	6	10	51	16	105	1	3					29	165
Modern Languages	1	3	20	58	4	18							25	79
Mass Media Communications	1	3	31	85			2	2	14	36			48	126
Music	2	6	40	99	25	80							67	185
Printing Technology	2	6	4	10					11	42	1	2	18	60
Theatre Arts	1	6	1	3	6	29							8	38
TOTAL	22	87	403	1206	114	531	13	42	54	217	1	2	607	2085

EDUCATIONAL INTENT OF STUDENTS AT OKLAHOMA CITY COMMUNITY COLLEGE (CONT'D)

SUMMER 1988

PROGRAM	E		I		P		U & A		W		X		TOTAL	
	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H
Accounting	9	31	67	221	3	10	4	11	76	364			159	637
Banking & Finance	1	6	32	105					138	438			171	549
Business	89	368	1327	3454	311	1378	33	129	16	62	1	3	1777	5394
General Office Assistant											2	8	2	8
Insurance Management Tech.			22	70			1	3	9	31			32	104
Mid-Management	8	30	74	204			3	10	84	368			169	612
Real Estate	3	8	129	367	1	2	1	3	4	9	3	9	141	398
Secretarial Science	10	40	114	380			5	19	49	211	1	3	179	653
TOTAL	120	483	1765	4801	315	1390	47	175	376	1483	7	23	2630	8355

EDUCATIONAL INTENT OF STUDENTS AT OKLAHOMA CITY COMMUNITY COLLEGE (CONT'D)

SUMMER 1988

PROGRAM	E		I		P		U & A		W		X		TOTAL	
	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H
Automotive Technology	3	18	44	153			3	12	51	447			101	630
Construction Technology	28	81			1	4			29	140			58	225
Pre-Engineering	15	69	108	510	49	207	5	31	1	6			178	823
Machine Technology			2	4					13	81			15	85
Metal Fabrication	1	6	5	8					3	15			9	29
Manufacturing Technology	1	3							2	18			3	21
Science	15	58	320	1461	71	379	6	28	1	3			413	1929
Welding Technology	1	3	9	37					6	53	2	8	18	101
TOTAL	64	238	488	2173	121	590	14	71	106	763	2	8	795	3843

EDUCATIONAL INTENT OF STUDENTS AT OKLAHOMA CITY COMMUNITY COLLEGE (CONT'D)

SUMMER 1988

PROGRAM	E		I		P		U & A		W		X		TOTAL	
	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H
Child Development	2	6	27	87	1	3	3	15	17	82			50	193
Pre-Child Development	3	19	13	63	16	73	3	14	1	3			36	172
Corrections	4	24	10	42	6	29	1	4	1	6			22	105
Pre-Corrections	5	29	3	15	9	52					1	3	18	99
History	2	9	29	62	7	28	1	4	1	3			40	106
Political Science/Pre-Law	4	12	32	126	15	72			3	12			54	222
Psychology	24	146	117	429	97	442	3	10	2	13			243	1040
Recreational Leadership	5	22	551	921	1	1	3	4	5	8			565	956
Pre-Recreational Leadership			10	21	10	64	3	9	1	1			24	95
Security & Loss Prevention			30	96					2	6	1	3	33	105
Sociology	3	9	32	139	46	223	3	15					84	386
TOTAL	52	276	854	2001	208	987	20	75	33	134	2	6	1169	3479

EDUCATIONAL INTENT OF STUDENTS AT OKLAHOMA CITY COMMUNITY COLLEGE (CONT'D)

SUMMER 1988

PROGRAM	E		I		P		U & A		W		X		TOTAL	
	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H
Emergency Medical Tech.	7	33	106	344					92	448	26	146	231	971
Gerontology			41	51					6	23	2	7	49	81
Nursing	161	817	91	363			6	26	124	662			382	1868
OTTR	1	3	11	50			3	18	47	224			62	295
Physical Therapy Tech.	15	71	13	67	1	3	5	22	92	425			126	588
Surgical Technology			2	4							6	28	8	32
TOTAL	184	924	264	879	1	3	14	66	361	1782	34	181	858	3835

EDUCATIONAL INTENT OF STUDENTS AT OKLAHOMA CITY COMMUNITY COLLEGE (CONT'D)

SUMMER 1988

PROGRAM	E		I		P		U & A		W		X		TOTAL	
	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H	H/C	C/H
Drafting & Design	5	19	22	93	1	6	4	19	22	120	1	3	55	260
Data Processing	18	81	186	562			3	18	138	633			345	1294
Electronics	7	33	36	122	1	6	4	14	84	384			132	559
Industrial Electronics							1	3	2	6			3	9
Mathematics	5	28	87	300	22	110	6	29					120	467
TOTAL	35	161	331	1077	24	122	18	83	246	1143	1	3	655	2589
Diversified Studies			11	46	7	31			2	16			20	93
COLLEGE TOTAL	477	2169	4116	12183	790	3654	126	512	1178	5538	47	223	6734	24279

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